

**DEVELOPING STORY-BASED ACTIVITIES FOR THE CLASS B
CHILDREN OF TK AL-AMIEN KADISOKA YOGYAKARTA**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of
the *Sarjana Pendidikan* Degree in English Education



By:

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

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APPROVAL

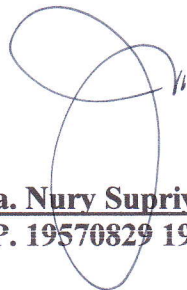
**DEVELOPING STORY-BASED ACTIVITIES FOR THE CLASS B
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A THESIS



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A Thesis

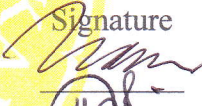
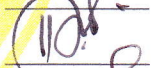


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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 4 Juli 2013

Penulis,



Kurnia Wulandari

DEDICATIONS

This thesis is fully dedicated to:

My beloved mother and father
My sisters, brother, and nephew
My friends

MOTTOS

“So, verily, with every difficulty, there is relief.
Verily, with every difficulty there is a relief.” (QS Al-Insyirah: 5-6)

“Trying is the most important thing. It’s okay to fail as long as you keep trying.” (Frakenweenie the Movie)

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Finally, I realize that this thesis is far from being perfect. Therefore, criticisms and suggestions from readers are highly appreciated for the improvements of this thesis.

Yogyakarta, July 2013

The writer,



Kurnia Wulandari

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DEVELOPING STORY-BASED ACTIVITIES FOR THE CLASS B CHILDREN OF TK AL-AMIEN KADISOKA YOGYAKARTA

By:
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07202241023

ABSTRACT

The objective of the study was to develop a set of story-based activities for class B children of TK AL-Amien Kadisoka. The study was concerned with how to provide story-based activities for the English teaching and learning process in kindergartens.

The study was Research and Development (R & D). The procedure of the study were conducting needs analysis, planning (selecting the topics and the objectives of the activities), writing the course grid, developing the first draft of the story-based activities, evaluating and revising the first draft of the story-based activities, implementing the second draft of the story-based activities (try out), and evaluating and revising the second draft of the story-based activities. The instruments of the study were interview guidelines and questionnaires. The data of the interview were analyzed qualitatively and the data from the questionnaires were analyzed quantitatively.

The product of the study consists of the needs analysis of the story-based activities, a course grid, lesson plans, the drafts of the developed story-based activities, and the instructional media. The developed story-based activities are presented into three units. They are “*The Little Indian Boy*”, “*The Greedy Monkey*”, and “*The Mouse deer and the Crocodiles*”. Every unit of the developed story-based activities consists of a story and six activities. From the result of the evaluation questionnaires which were distributed to the kindergarten teachers, English teachers, and students of English Education Department, the developed story-based activities are categorized as good and very good as the mean scores range from 3.26 to 3.47. Furthermore, the characteristics of the developed story-based activities include 1) providing activities which are relevant to the goal of the teaching and learning process in kindergarten, 2) including interesting, motivating and suitable input for the children, 3) including various activities which are related to the story to accommodate children to work individual and in groups 4) providing media which can link the children imagination to the content of the stories, 5) providing guidance which contains clear and meaningful instructions in the teacher’s guide.

CHAPTER I

INTRODUCTION

A. Background of the Study

English has become a school subject in Indonesia for years. At the beginning of its development, English was only learnt by students at the level of junior and senior high schools. However, now people start at the earlier level, at the elementary and kindergarten levels. In kindergartens, English is usually taught as an extracurricular program. Since it is an optional course, kindergartens children can choose whether joining the lesson or not. Therefore, the parents will decide it for the children, so the kindergarten children learn English only because their parents let them to join it.

The parents allow the children to join English lesson with some reasons. Many of them think that introducing a foreign language at the early age has some advantages. They believe it can help the children be successful in life, able to get good jobs in the future, able to go abroad and others. Moreover, some of them also think that their children need to learn English as a foreign language early to make the children ready to have the English lesson in elementary schools.

There are some advantages of giving children the English lesson at the very young age. The children can prepare themselves for the next level of their education that requires them to be able to speak and write in English. In addition, their power of thought (brain) is more flexible. Pinter (2006: 32) states that introducing children to a new language offers opportunities to widen their

horizons and awaken their early enthusiasm and curiosity about languages. Introducing English at the early stage of cognitive development in an extracurricular program will help to learn English which will be useful in the future.

The English materials given in kindergartens are based on the course grid that has been chosen by the teachers of the kindergartens or the course conductor which handle the English extracurricular program in the kindergartens. That is why materials served to children in a kindergarten are different from one to another. Moreover, the goal of the lessons is supposed to be the same because the fundamental aim is for preparing children to be familiar with English. Materials which are presented in learning activities must be presented in systematic and comprehensive ways so that new language items can be assimilated by the children. The things every child does in the class should be interesting, enjoyable and related to what is to be learnt (Brewster and Ellis, 2002: 152).

Some kindergartens in Yogyakarta have English as their extracurricular program. One of the kindergartens is TK Al Amien Kadisoka. English is taught in class A and class B which consist of the children at the age of 5 to 7. The children at the age of 5-6 are included in the class A and the children who are at the age of 6-7 are included in class B. Both classes have English lessons once in a week with the duration of 60 minutes. The English lessons are conducted by an English course.

Based on the observation, there are problems related to the teaching and learning process of English at TK Al Amien Kadisoka. The problem is related to

the teaching and learning activities in the classroom. The activities presented by the teacher were less motivating. A course book was given to every child. However, the course book is not good as a teaching source because the children have not been able to read or write. The children usually get bored and become less interested at joining the lesson since they only sit on the class for about 60 minutes and listen to the teacher. In addition, the lesson was not relevant to the kindergarten curriculum since the materials were not developed based on the themes. It is stated in the kindergarten curriculum that the teaching materials should be presented in themes written in the curriculum.

Stories can be used to create interesting and motivating situations in the classroom. Brewster and Ellis (2002: 186) state that stories are motivating, challenging, and fun and can help to develop positive attitudes. They can create a desire to continue learning.

The researcher realizes that the English teaching in TK Al Amien Kadisoka has not been done appropriately. The activities need to be developed in order to motivate children in learning English. Thus, it would be good to develop sets of classrooms activities based on stories that are different from what they already have in order to make the teaching of English fun for them. It is expected that using stories to teach children can create interesting and motivating teaching and learning process.

B. Identification of the Problem

The teaching-learning activity in kindergartens is a complex process characterized by various teaching-components. To conduct an effective teaching-

learning process, the teacher should present materials in appropriate ways. As it has been discussed above, there are still some problems in the English teaching and learning process done in TK Al-Amien Kadisoka. An observation had been done and the researcher found some problems related to the teaching components. They are the teaching method, media and learning materials.

The first problem is related to the teaching method. A method focused on a certain teaching leaning style shows a certain activity based on the material. The English teacher only focused on presenting one topic that is written on a page of their course book. There is no specific method used by the teacher to make the children interested in joining the lesson. The children were asked to sit in the floor and listen to what the teacher said. Sometimes the teacher asked them to repeat what she said. At the mid of the lesson, the children were asked to do the task in the book.

The second problem is related to the instructional media used by the teacher in the English class. A course book had been given to each child in the class, it is rather demanding and frightening for children because at their age, they cannot read and write even in their mother tongue. There is no interesting media except flashcards used by the teacher. As a result, the learning activities are very boring and less motivating.

The last problem is related to the learning activity. Learning activity is the component closely related to children and the teacher. The English teacher in TK Al-Amien Kadisoka uses the activities from the books which are not suitable for children because it does not match with the kindergarten curriculum. The

activities are not developed based on the specific themes in the kindergarten curriculum (*Pedoman Pembelajaran di Taman Kanak-Kanak*). Furthermore, the activities contain too difficult tasks for the children. In an activity, they were asked to rearrange jumbled letters into a correct word and match picture to the correct words it represents. There is no activity which includes movement and five senses. The children were bored during the lesson, some of them ran around the classroom and the others had chit chat. Therefore, the teaching and learning process are done effectively.

From the above discussion it can be seen that there are still problems with the method, media and learning material. All components of teaching and learning process will affect the effectiveness of learning. The components have to be chosen appropriately to conduct the effective learning for the children and effective teaching for the teacher.

C. Limitation of the Problems

Based on the identification of the problems, there are three main problems in the English teaching and learning process in the class B of TK Al-Amien Kadisoka. The problems are related to the teaching method, the media and learning activities. To overcome the problems, the research focuses on developing story-based activities to be used in the English teaching and learning process. The researcher feels challenged to develop a set of story-based activities because they can overcome the problems which are related to the teaching method, the media, and the materials.

D. Formulation of the Problems

Based on the limitation of the problem above, the problems in this research are:

1. How are the story-based activities for the class B children of TK Al-Amien Kadisoka developed?
2. How do the story-based activities for the class B children of TK Al-Amien Kadisoka look like?
3. What are the characteristics of the developed story-based activities for the class B children of TK Al-Amien Kadisoka?

E. Objective of the Study

In line with the formulation of the problems above, the objective of the study is developing a set of story-based activities which are suitable for English teaching and learning process at class B of TK Al-Amien Kadisoka. At the end of the study, it is expected that the researcher produces three units of story-based activities.

F. Significance of the Study

The researcher expects that the results of this study can be used as a reference on developing activities based on the stories in English teaching and learning process. It hopefully can inspire the other researchers to conduct similar research. Furthermore, the results of this study can be used as the activities in the teaching and learning process of English as Foreign Language at TK Al-Amien Kadisoka. Stories completed with interesting and motivating activities will give meaningful information about how to conduct English lessons. For the teacher, the results of the study can be used as a teaching source to conduct English

teaching and learning process by using appropriate activities. For the course designer, the result of the study will give important information for developing activities based on stories for kindergartens children. At last, for the children of TK Al-Amien Kadisoka, the result of the study can be used to help the children to get suitable learning activities. It gives the children opportunities to learn English in a fun way.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. English Teaching and Learning for Children

This subchapter will discuss about the theories which underlie the English teaching and learning process for children. There are two theories which are related to English teaching and learning explained in this sub chapter. Those are Children's Characteristic, Teaching English as a foreign Language to Children.

a. Children Characteristics

1. How Children Think and Learn

Children are different from adults. Anning in Brewster (2002: 30) states that children have their own uniqueness in thinking and learning. Teachers can think of learners as having individual differences but who learn using similar strategies to other children.

The children's characteristics depend on their ages which play an important role on how they acquire the language. According to Elliot (1981: 169), children use their own opinions to interpret the meaning of something they see. They cannot realize that what they see and think cannot be accepted by others.

Young learners are different from adults in the characteristics. They cannot be treated like adults since they are not adults in the miniature. The adults' world and the children's world are not the same. Scott and Yteberg (1990: 1) divide children into two main groups; the five to seven years olds and the eight to ten

years old. The eight to seven year old children generally are more mature with an adult side and a childish side. They already have their basic concept and views of the world. In contrast, the children at the age of five to seven years old cannot decide what to learn but they are very positive and enthusiastic about learning. Therefore, it is important to take the positive attitude and enthusiastic into account and make them learn naturally.

One of children's characteristics states by Brown (2001: 87) is that children are able to use their abilities consisting of language acquisition devices they have for acquiring second language better than adults. Children are able to analyze the language form and acquire it. One of the difficulties that children face in learning second language is the context of classroom instructions. Unlike children, adults are able to analyze and understand linguistic elements such as grammatical items.

Children have short attention span. Attention span is the length of time a person can concentrate on a task or activity without being distracted. Children can concentrate for surprisingly long time if they are interested (Brewster and Ellis, 2002: 28). It is amazing to look at children who can sit in front of a television watching their favorite cartoon program for hours. They also can play with others in such a long time and don't look tired. However when dealing with learning they can be easily bored. Children have limited attention span; unless the learning activities are extremely engaging they can easily get bored and losing interest after ten minutes and so (Harmer 2001: 38) . In order to make them interested in learning, teachers have to make the class fun and interesting.

Children are explorative. Pinter (2006: 5) states that children learn through explorations and play. Exploring can refer to things in concrete terms or in abstract term in conversation with others. In exploring something the children should be physically motivated too since children are active learners. Brewster and Ellis (2002: 27) states that they have a lot of physical energy and often need to be physically active. Piaget in Brewster and Ellis (2002: 29) also state that a child actively constructing his or her own thinking by acting upon the physical and social environment.

Children learn through social interaction. Pinter (2006: 12) states that the language used in interactions with parents and teachers is important because it is the vehicle through which understanding and learning take place. Children also learn from their peer, having them working with group or pairs will be beneficial to improve social interactions.

However, affectively children have a shaped ego. According to Piaget in Pinter (2006: 7), children in pre-operational stage (from two to seven years old) are characterized by egocentrism (a kind of self-centeredness). In addition, according to Brown (2001: 89), children egos are shaped and the sightless nuances of communication can be negatively interpreted. According to Brewster and Ellis (2002: 38), children are preoccupied with their own world. They tend to be self oriented and like to talk about themselves. It is in line with Scott and Ytreberg (1990: 3) who categorize young learners at the age five to seven years old to be self-centered. They are usually happy playing alone and rather reluctant to share with others. Therefore, it is one of the teacher's roles to make the children easy to

learn by giving materials that can make the children interested in learning in the classroom with the other children.

Teachers of the very young learners should take all the characteristics into account because every child has different characteristics. As the teachers being aware of what student can or cannot do in their developmental segments, they can be aware in the need of creating materials and learning activities for them.

2. How Children Learn Languages

By knowing the characteristics of children, teachers can select appropriate materials and effective way to teach. Teaching English to children is different from teaching English to adults. Therefore there are some theories underlie the method and procedure on the basis of language acquisition. H.H Stern (1970: 57-58) in Brown (2000: 89) proposes some arguments in the children language acquisition. The theories are presented below.

1. Children must be given chance to practice the language. This is the children nature in learning. Children tend to repeating things over and over again.
2. Small children imitate a lot in learning language. When they listen to a new word they tend to imitate it. It is better for the teacher to say the words with mimics so the children can imitate well.
3. In line with the first point about practicing. Children tend to practice the language in a natural order. They usually start with practicing separate sounds then words then sentences.
4. The natural order also underlie in acquiring the language skills. Children usually acquire listening at first then speaking.

5. After listening and speaking the advanced stages of language development are reading and writing. Children with their natural order acquire listening, speaking, reading, writing.
6. In teaching children, the teachers should avoid translating. It is unnecessary to use translation in foreign language learning since the children can learn the mother language well without translation.
7. Children do not learn grammar. They prefer simple language to making sense of language. Therefore teachers do not require to teach grammar in the class.

In conclusion, children are all unique learners. Teachers and parents often see that a child enjoys different learning activities. For example, some children usually dance and sing in expressing their interest in the story when the teacher does story telling in the classroom. While some of them enjoy writing, drawing and coloring. To overcome the different characteristics in learning, teachers should know how the children learn languages. Teachers need to be aware of the process happening in the children stage development. Below are some important principles in children language learning proposed by Brewster and Ellis (2002: 39-40)

1. Since children are excellent observers, they can get the meaning of language from body language, gesture, facial expression, and the social context of the language itself. Therefore teachers should provide visual support and make sure the language use is contextual.
2. Children often repeat the words or phrases they have just learned in order to become comfortable with their sound and meaning. It is necessary for the

teachers to provide chances for the children to repeat language. However it is also necessary for the teachers to know when the children stop repeating.

3. Children use hypothesis-testing skills in acquiring language. It is the teacher's role to provide enough contextualized, motivating language data for the children in the class.
4. Children are excellent in guessing and predicting. Teachers can help the children to draw these skills as the part of 'learning to learn'.
5. Children are interested in talking. Although they don't know much language and sometimes having problems in over-generalizing the grammar or lexical accuracies they should be encouraged to talk. Teachers should provide opportunities for them to talk.
6. Children must feel too easy and safe if the teachers over guide them in learning language. Teacher may use some challenging work but not too difficult and threatening.
7. Children are sometimes can become good risk-takers. They tend to experiment few words in the teaching and learning process by pronouncing them. Teachers should encourage children by avoiding too much correction and overly strict atmosphere.

Children with different ages have different needs, competences, and cognitive skills. Their characteristic is one of the major factors that is taken into account in making decision about how and what to teach. Giving them the appropriate materials and method will help them to acquire language well.

Furthermore, the children may be discouraged in learning language if the teacher does not give them the appropriate ones.

b. Teaching English as a Foreign Language to Children

Johson (2001: 3) states that there are about a billion people in the world today learning English as a foreign language. A billion is a thousand million- a phenomenally large number of people who are learning foreign languages included English then people will realize just how many people on the world are engaged in the process of foreign language learning. It is a fact that people are more aware of the importance of foreign language learning in today's world. As the world becomes smaller, and the means for moving around is easier, so it has become more multicultural and multilingual. In multilingual world, it is natural to find large numbers of people who speak more than one language. In many countries there are many more than two language operation. In addition, it is not difficult to find examples where large numbers of languages are spoken on a daily basis. It is indeed becoming the model for people to have one language to speak at home and another to communicate with some group of people outside. Learning a foreign language may nowadays be regarded as a normal. So far, nobody has found a universal pattern of language learning which everyone agrees with.

However, there are still some important principles in the teaching of English to children in primary school, here one of the principles states by Cameron (2001: 19).

1. Teachers are required to examine the classrooms activities from the children's perspective.

2. Teachers need to present language using strategies such as; routines and scaffolding in order to help the children make space of language growth. Since children are in their language and cognitive development, the ZPD or immediate potential of the children is the central importance for effective learning.
3. Teachers should provide skilled help in noticing and attending to aspects of the foreign language that carry meaning.
4. Teachers need to create as many as social interaction in the classroom. Since language can be improved as the children take over control of language used initially with other children and adults.
5. Teachers should provide valuable learning experience for the children. In foreign language lessons, children are intended to develop certain language skills. The teachers need to ensure that the children have experiences in lessons that build those skills. The experience of learning the skills can be developed by giving tasks and learning activities in the classrooms.

The other experts in teaching and learning English as a foreign language, Scot and Ytreberg (1990: 9), also elaborate some principles in teaching English, some of them are presented below.

1. In teaching children, the teachers should include the learning activities which include movement and involve the senses. The movement and the process of appealing sense will help the children to learn. Therefore the teachers may need many objects and pictures to work with.

2. Teachers should let the children to play with the language. Playing with the language is very usual in first language development and is very natural stage in the first stages of foreign language learning. The teacher may provide them with some rhymes, songs and stories and let them experiment with the words and sounds.
3. In teaching children, teachers should take the awareness of language as the language skills to be learnt and have meaning.
4. Teachers need to give variety in language teaching. The variety of activity, pace, organization, and voice will make the children interested in learning language since their attention span are short.
5. Teachers should use routine in the classroom. The teaching and learning process should have systems, have routines, organized and well planned. The children will be benefit from knowing the rules and being familiar with the situation and activities in the classroom.
6. Teachers need to encourage children to learn effectively. Reward and prizes can be replaced with the more valuable thing such as involvement and togetherness. Having the children in groups or pairs all the times will encourage cooperation.
7. Teachers do not need to explain the grammar rules. Their competence in the foreign language learning is not dependent on whether they have learnt the grammar rules or not. They may aware and clear about the rules of grammar but they are not usually mature enough to talk about them.

8. Teachers may need to take a note at each child's progress. Parents need the children's progress report to know how they are doing in the classroom.

Burden and Byrd (2010: 103) also state the theories which are related to good teachers' characteristics. They proposed some cores below.

1. Teachers are committed to students and learning.
2. Teachers know the subject they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring students learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning community.

From the discussion above, it can be concluded that teaching English to children is different from teaching English to adults. Children have their own characteristic that should be taken into account. In addition, teachers should consider the characteristics to provide an effective teaching to children. The principles of teaching English as a foreign language to children then can be used to improve the value of teaching in order to make it successful.

2. Learning Activities

a. Input and Activities

According to Nunan (1989: 59) activities specify what learners will actually do with the input which forms the point of departure for the learning task. Activities are developed based on the input to support a language learning/acquisition. Therefore, input is the data that forms the point of departure for the task. It is used to refer to the language that is addressed to the foreign

language learner either by a native speaker or by another foreign language learner (Rod Ellis, 1999: 127). In order to provide rich input for the students, it needs realistic samples of discourse use surrounding native speaker and non-native speaker accomplishments of targeted tasks Doughty and Long (2003: 61). Thus, it is obvious that during teaching a foreign language, students need to hear the target language as much as possible, whether from the teacher, from multimedia resources (TV, DVDs, video and audio tapes), from other students, or any other source. It can be in the form of pictures, stories, photographs, drawings, shopping lists, brochures, timetable, street map, recipe, newspaper extracts, or postcards.

Input refers to the spoken, written, and visual data that learners work with in the course of completing a task (Nunan 2004: 47). It is the data that forms the point of departure for the task. It is used to refer to the language that is addressed to the foreign language learner either by a native speaker or by another foreign language learner (Rod Ellis, 1999: 127). Thus, to support acquisition and learning, teachers should make sure the input comprehensible for the children. Linse (2005: 13) suggest some ways to make input comprehensible.

1. Setting the stage by providing context of the language.
2. Building schema by relating a new topic to the students' background knowledge and experiences.
3. Providing a variety of input by using props, realia and pictures.
4. Providing the classroom language full of printed word by sticking labels on the walls and posters with words.
5. Modeling each instruction as it is given.

6. Using language while the teacher performing different actions.

b. The Nature of Activities

Brown (2001: 129) defines an activity as anything that learners do in the classroom. It refers to a reasonably unified set of students' behaviors, limited in time, preceded by some direction from the teacher, with particular objective. An activity implies some sort of active performance on the part of learners. In line with the definition given by Brown above, Brewster and Ellis (2002: 49) states that activities are like traditional exercises, focus on the guided teaching and learning of specific items of language, skills or knowledge. They have language practice as their main aim and include such things as becoming more familiar with new vocabulary, grammar and language functions or practicing skills. Activities focus on a form and meaning to some extent; they rehearse a particular set of sub-skills, language items or task procedure; they usually consist of cognitively simple set of operations and have reduced learner control. They are used as a means of preparing pupils for more independent work on task. Activities are often done in pairs or individually.

c. The Characteristics of Activities

Activities often form the main part of a course-book and accompanying workbooks. Here is the chart given by Brewster and Ellis (2002: 51) which contains the characteristic of activities.

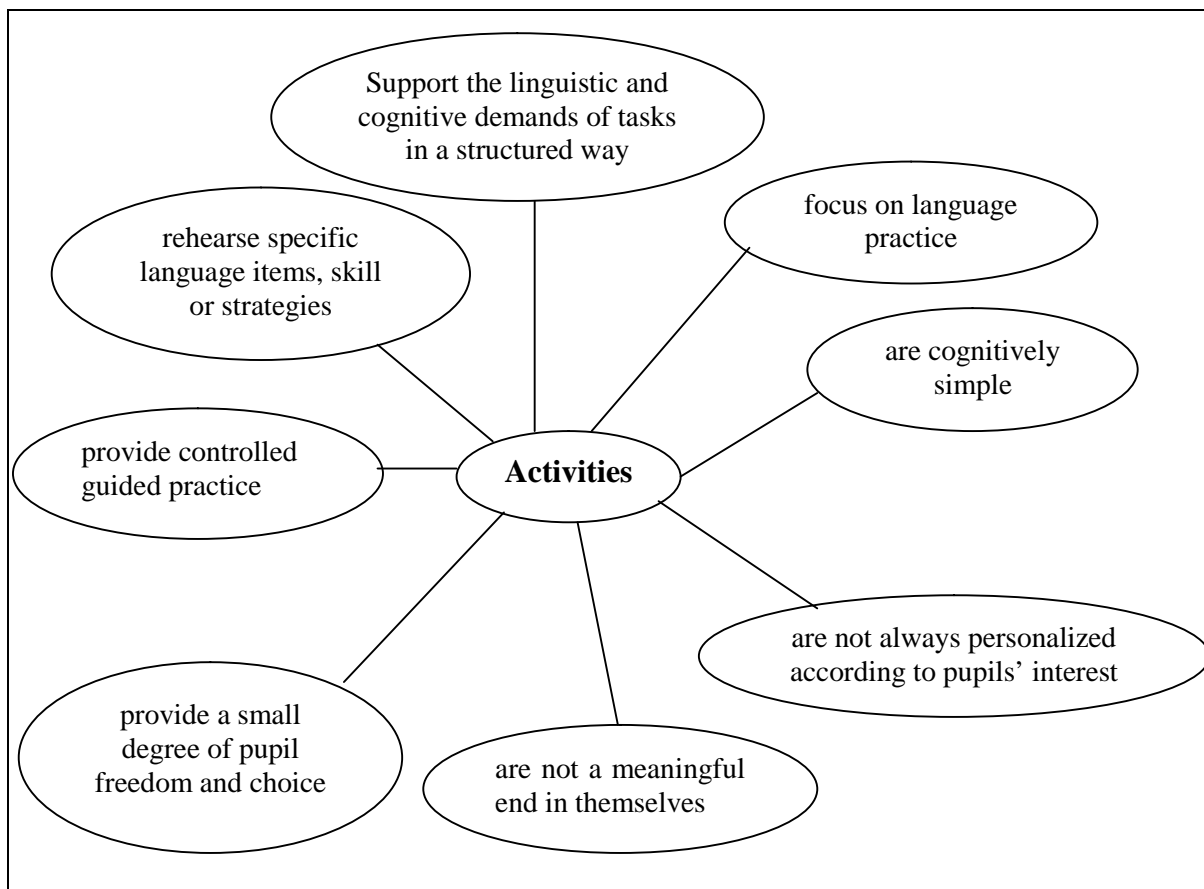


Figure 1. **The Characteristics of Activities**

Nunan (1989: 59) states that there are three characteristics of an activity, they are:

1. Rehearsal for the real world

The characteristic is related to the authenticity of the materials that are given as the activities for the children. Certain activities might not only remotely resemble the sorts of things learners are required to do in the real world. In carrying out the activities, learners are required to practice skills which will be useful in the real world.

2. Skills use

The second characteristic is about the skill getting and skill using in language learning. They are related to the traditional distinction between controlled practice activities, in which learners transfer activities and apply their newly acquired mastery of linguistic forms to the comprehension and production of communicative language.

3. Fluency and accuracy

The last characteristics of learning activities are explained by Nunan according to the theory from Brumfit (1984: 51).

...the demand to produce work for display to the teacher in order that evaluation and feedback could be supplied conflicted directly with the demand to perform adequately in the kind of natural circumstances for which teaching was presumably a preparation. Language display for evaluation tended to lead to a concern for accuracy, monitoring, reference rules, a reliance on implicit knowledge and automatic performance. It will on occasion also require monitoring and problem solving strategies but these will not be the most prominent features, as they tend to be in the conventional model where the students produce, the teacher corrects, and the students try again.

d. The Types of Activities

Activities provide opportunities for positive personal relationship between the teacher and students and among the students. It is the teacher's role to create the activities that can support individual's effort in learning English. Story-based activities are on to mentioned to fulfill the requirements. In addition Pattison (1987) in Nunan (1989: 69) proposes seven activity types. They are discussed as follows.

1. Questions and answers

These activities let the students to practice almost any structure, function or notion of language.

2. Dialogues and role plays

These activities can be done in a wholly scripted or wholly improvised situation. If learners are given some choice of what to say, and if there is a clear aim to be achieved by what they say in their roles plays, they may participate more willingly and learn more thoroughly than when they are told to simply repeat a given dialogue in pairs.

3. Matching activities

The matching activities let the learner recognize matching items, or to complete pairs or sets.

4. Communication strategies

These are activities designed to encourage learners to practice communication strategies such as paraphrasing, borrowing or inventing words, using gesture, asking for feedback, simplifying.

5. Pictures and pictures stories

These activities include the activities of spotting the difference, memory test, and sequencing pictures to tell a story. They can stimulate many communication activities in the classroom.

6. Puzzles and problems

These activities require students to ‘make guess, draw on their general knowledge and personal experience, use their imagination and test their powers of logical reasoning.

7. Discussion and decisions

These activities require the learners to collect and share information to reach a decision.

In line with the types propose by Nunan above, Brewster and Ellis (2002: 132) give an example of the types of activities in the chart below.

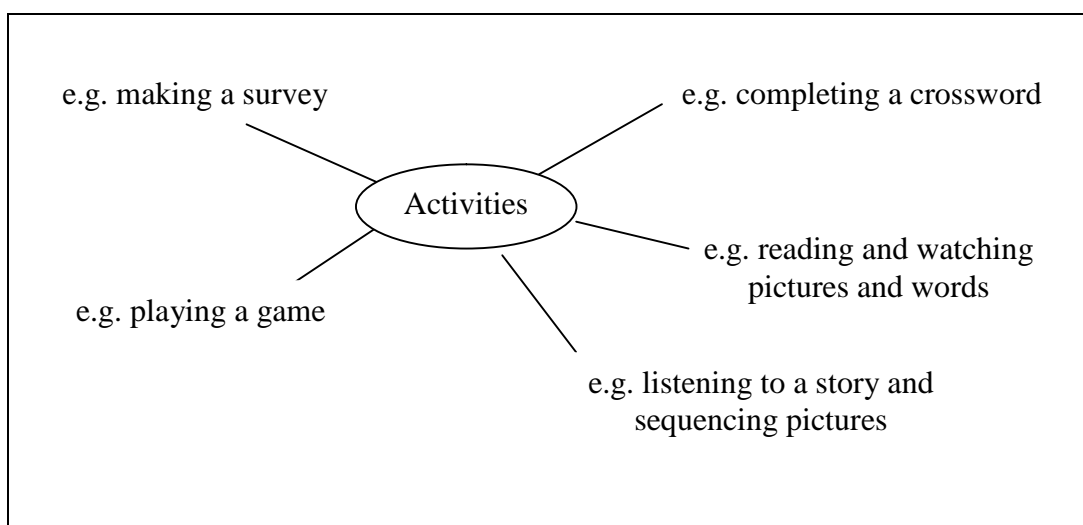


Figure 2. **The Types of Activities**

3. The Use of Stories in Language Teaching

a. The Nature of Stories

Story refers to the actual chronology of events in a narrative; discourse refers to the manipulation of that story in the presentation of the narrative. These terms refer to the basic structure of all narrative form. Story refers to the most cases which has to be reconstructed from a narrative; the chronological sequence

of events as they actually occurred in the time-space universe of the narrative. Story is a full sequence of events in a work of fiction as we imagine them to have taken place, in the order in which they would have occurred in life (as opposed to plot). Therefore, the story telling are pictures of characters and different items in a story that children manipulate or move around as the story is told (Linse 2005: 33).

According to Brewster and Ellis (2002: 46) storytelling is a universal phenomenon, central to children's social intellectual and cultural development. In addition, Kubanek-German in Brewster and Ellis (2002: 47) mentions that there is much interest in the use of a story-based methodology in language teaching. When working with children, the story based methodology is believed to have great effect to children because stories are not only enjoyable but also valuable in as language input.

Scott and Ytreberg (2004: 28) state that listening to stories is one of parts of growing up for every child. In addition listening to stories is believed to have an important role to play in the child's language development. Since stories have an important role in language teaching, as teachers we should make sure that the children get the advantages of listening stories in the classrooms. Children should be encouraged to attempt to express their idea, opinions, and experience from the early level of language learning.

b. The Benefits of Using Stories in Language Teaching

Stories can be used in language classrooms to promote the learners activities which are related to speaking, listening, reading and writing. One of the aims of

having activity in the classroom is as a means of preparing pupils for more independent work on task. Brewster and Ellis (2002: 186) elaborate the advantages of using stories in language teaching and learning process. Here is the brief summary of those advantages.

1. Stories can develop positive attitude towards learning and create a desire to continue learning. Since stories are motivating, challenging and fun.
2. Stories help children develop creative powers. In a story telling situation children can become personally involved in the characters and try to interpret the narrative and illustration.
3. Stories can link fantasy and imagination with the children's real world.
4. Stories provide social experience. Storytelling provokes a shared response of laughter, sadness, excitement and anticipation which is enjoyable and can help build up confidence and encourage social and emotional development.
5. Stories help the teacher introduce or revise vocabulary and structure, exposing the children to language which will enrich their thinking and gradually enter their own speech.
6. Stories help children become aware of the rhythm, intonation and pronunciation of language.
7. Stories provide different learning styles and develop the different types of 'intelligence' that contribute to language learning, including emotional intelligence.
8. Stories provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparison.

9. Stories develop children's learning strategies such as listening for general meaning, predicting, guessing meaning, and hypothesizing.
10. Stories help children playing with the ideas and feelings and think about important issues.
11. Stories can be chosen to link English with other subjects across the curriculum.
12. Stories add variety, provide a springboard for creating complete units of work that constitute mini-syllabuses and involve pupils personally, creatively and actively in a whole curriculum approach.
13. Stories offer positive concrete outcomes in the form of games competitions, quizzes, drama, songs, projects, book making, etc.
14. Stories can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary and language-learning skills.

Cameron (2001: 176) states that the five or ten minutes spent listening to a familiar story will re-activate the vocabulary and grammatical patterns and offer opportunities for children to notice aspects of the language use they have learnt. Those are the benefits of using stories in language teaching. It is important for teachers to make the benefits of using stories be beneficial in their language teaching by taking into account the characteristics of stories.

c. Choosing the Stories

Many stories are valuable in language teaching. Some stories are not only interesting but also motivating children in learning language. However teachers

should know that not all stories can be used to develop a meaningful activity in the classrooms. In relation with the stories-based activities, Wright (2004: 21) states that children should be encouraged to attempt to express their ideas, opinions, and experiences from the very early days of language learning even if they can only use single words or short phrases. It is important to involve the children in selecting stories to be developed in activities.

Wright (2004: 11) proposes some criteria in choosing stories.

1. The stories which will engage the children within the first few lines (note that children often accept and like a story in the foreign language they might feel was childish in their own language)
2. The stories which you like
3. The stories which you feel is appropriate for the children
4. The stories which the children will understand well enough to enjoy
5. The stories which offers the children a rich experience of language
6. The stories which does not have long descriptive passages
7. The stories which is right for the occasion and in its relation with other thing you are doing with the children
8. The stories which you feel you can tell well

In addition, Brewter and Ellis (2002: 192) propose a methodology for story-based work. The ingredients of the methodology are presented below;

1. The stories which contain authentic language so that children are exposed to the true complexities and richness of the language in order to work out

meaning, and how language works through opportunities to experiment and hypothesize.

2. The stories which are memorable and child-centered from which language arises naturally so language is a means to an end, rather than an end itself.
3. The stories which are interesting and enjoyable content or themes which are motivating and develop positive attitudes.
4. The stories which give opportunities to learn other things in addition to language through work with other areas of the curriculum. This also involves developing appreciation of literature.
5. The stories which give opportunities to learn how to learn through organizing lessons which provide opportunities to develop learning strategies.

d. TPR in Activities

TPR is a method to language learning which links learning to physical actions and ensures that learners will hear a lot of natural English in meaningful contexts without having to respond verbally. The principle is that children will have the opportunity to listen to the language before they have to say anything. When teaching the very young language learners, the teacher should give children plenty of listening practice and help them tune into English. The teacher should provide the children with activities which mainly require nonverbal responses from children. The non verbal contribution help make sense of the content of the activities (Pinter 2006: 50).

Linse (2005: 33) states that TPR works especially well with stories where sentence patterns are repeated. Therefore it can be used in conjunction with

storytelling. In addition, Richards and Rodgers (2001: 73) define the TPR as a language teaching method built around the coordination of speech and action. TPR attempts to teach language through physical (motor) activity. In addition, Asher in Richards and Rodgers (2001: 74) states that TPR is a method that is undemanding in terms of linguistics production and that involve game-like movements reduce learners stress, awaken positive mood in the learner which finally can facilitate learning.

4. Developing Story-based Activities

a. The Principles for Planning Story-based Work

According to Brewster and Ellis (2002: 195) there are three stages in planning story-based work. They are “plan”, “do”, and “review”. Below are the procedures in planning the story-based work.

1. Plan (Pre-storytelling Activities)

In this stage, the teacher needs to decide the learning goals. The goals of the story-based work have to be relevant to the linguistic competence. Then, the teacher needs to decide whether the story needs to be modified. The teacher also needs to decide what story telling techniques will be used. The teacher may read all the stories in one go, break down into shorter or manage the sequences. In order to make the content of the story accessible for the children, the teacher needs to contextualize the story, introduce main characters, relate the story with the children’s own experience, activate the children’s prior knowledge, and pre-teach the language that the children will not be able to infer from the context. The teacher also needs to prepare the materials in retelling the story. Finally, the

teacher needs to decide the ways to explain the aims and main outcomes to the children so they know what is expected to learn.

2. Do (While-storytelling Activities)

In this stage the teacher needs to decide how to arrange the classroom for storytelling and decide how, when, and how many times the story will be read for specific purposes.

3. Review (Post-storytelling Activities)

In this stage, the teacher needs to decide which activities are going to be created to consolidate language introduced through the story. Then, deciding the activities to extend and personalize language from the story. At last, the teacher needs to decide how to get children to review the activities and evaluate main outcomes.

b. The Components of the Story-based Activities

It has been said above that story-based activities should be chosen and arranged based on the learners' ages. Arranging the activities from stories takes the important role in this research. Cameron (2001:174-175) propose three main elements in the story-based activities. They are preparation activity, core activity and follow-up activity.

1. The Preparation Activity

Cameron (2001: 174) states that preparation activity before the story reading would be useful to introduce ideas, some of the key vocabulary, and the idea. It will help the children to understand the stories. In this step children may offer words in English or mother tongue and the teachers may translate them. When the

children have offered the words, the teacher may provide some new vocabulary that will be needed to understand the story.

2. The Core Activity

The first thing to be done in this step is choosing the way to deliver the story. The teacher may choose whether to read or tell the stories in the classrooms. When the teachers read the story to the children, plenty of time should be given to them to look at the pictures. Since pictures can be used to emphasize what is happening in the story. In order to gather the children attention while reading the story, they should make the children sit nearer to them.

3. The Follow-Up Activity

The language learning goal of the follow up activity is more specific, for example to learn the meaning of five new words and recall the words in the next lesson. Some meaningful activities can be done in this stage, such as answer some questions which are related to the stories, draw pictures as a further response to the story, and choose and write down some vocabulary.

Wright (2004: 23) uses a different technical term on explaining the stages proposes by Cameron; they are “Activities before the Story”, ‘Activities during the Story’, and “Activities after the Story”. Here are some steps proposed by Wright in “Activities before the Story”.

1. Activities before the Story

- a. Choosing key new words; teachers should pick out the words which are essential to the story and which children may not know. Then decide whether to teach them before the story (if they are easy to illustrate with picture, mime,

etc) or during the story (if the way you tell the story will help to give the meaning of the words).

- b. Simplifying the language; the teacher may change words on story but make sure it does not change the meaning.
- c. Introducing the new words by using pictures, objects, mime, and translation.

2. Activities during the Story

However, Wright (2004: 34) states that it is easier for the children if the teacher tells the story rather than reads it. Below are some aids to help the children to understand the story in the stage of “Activities during the Story”.

- a. Use pictures (drawn on the board by you or the children, pictures in the book, magazine pictures, flannelgraph, and figurines), objects, masks, and puppets.
- b. Use mimes yourself or direct the children
- c. Use sound effects
- d. Mix mother tongue and English
- e. Translate key words as you tell the story
- f. Accept that some of the items of grammar can be learnt as vocabulary.

3. Activities after the Story

“Activities after the Story” is aimed at adding some material for the children to make the other activities more comprehensible. There are activities which can be done after retelling or reading the stories proposed by Wright (2004: 38), they are presented as follows;

- a. Children's comprehension questions; at the end of the lesson, each child takes turn to ask the other children questions. Children will be motivated to self-directed learning when answering the questions.
- b. Playing with pictures; remove the pictures, jump on the pictures, stepping stone pictures, pass the picture and tell the story.
- c. Acting out and mime and guess.

B. Conceptual Framework

This research is aimed at developing story-based activities for the class B children of TK Al-Amien Kadisoka. The kindergarten students who are at the age of five to six years old cannot decide what to learn. They tend to use their own opinions to interpret the meaning of something they see. However they are very positive and enthusiastic about learning. It is important to take the positive attitude and enthusiasm into account and make them learn naturally. Therefore, providing the amount of meaningful input for the children will help them learn effectively.

Learning activities are developed based on the input to support a language learning and acquisition. They are included language practice as their main aim at making children more familiar with new vocabulary. Furthermore, it is necessary to provide children with plenty of learning activities which encourage them to learn and acquire the target language. Many learning activities can be done by kindergarten children at the age of 5-7 years old but not so many learning activities are meaningful for them. According to Scott and Ytreberg (1990: 5), the learning activities with words sometimes are not enough since they are not

familiar with written words. Therefore the learning activities should include movement and involve the senses to help them to learn and to acquire the target language.

Since the teacher rarely uses learning activities with movement and involves five senses, the objectives of the language teaching cannot be achieved. A course book is provided to teach the children. The learning activities in the course book do not provide appropriate input for the children. It includes too many words and pictures which are stressful for the children of kindergarten. The writing and matching activities seem too stressful for the children since they are not familiar with written words of the target language.

To overcome that problem, the story-based learning activities are developed to provide fun and interesting input in language teaching and learning process. According to Brewster and Ellis (2002: 186), stories offer positive concrete outcomes in the form of games competitions, quizzes, drama, songs, projects, book making which include the movement and involve the senses. Furthermore, listening to stories is one of parts of growing up for children because they love story. Then story-based learning activities are believed to promote students in learning English by creating the fun and interesting situation in the classroom.

In developing the learning activities, the researcher is required to follow some steps of the R and D cycle used to develop the story-based activities. Firstly, the researcher is conducting the need analysis. Secondly, the researcher is selecting topic and objective of the learning activities. Thirdly, the researcher is writing the course grid. Fourthly, the researcher is developing the story based

learning activities. Then the researcher is implementing the stories and developed the learning activities. Finally, the researcher is evaluating and revising the stories and the learning activities. The conceptual framework of the study can be seen in the following chart.

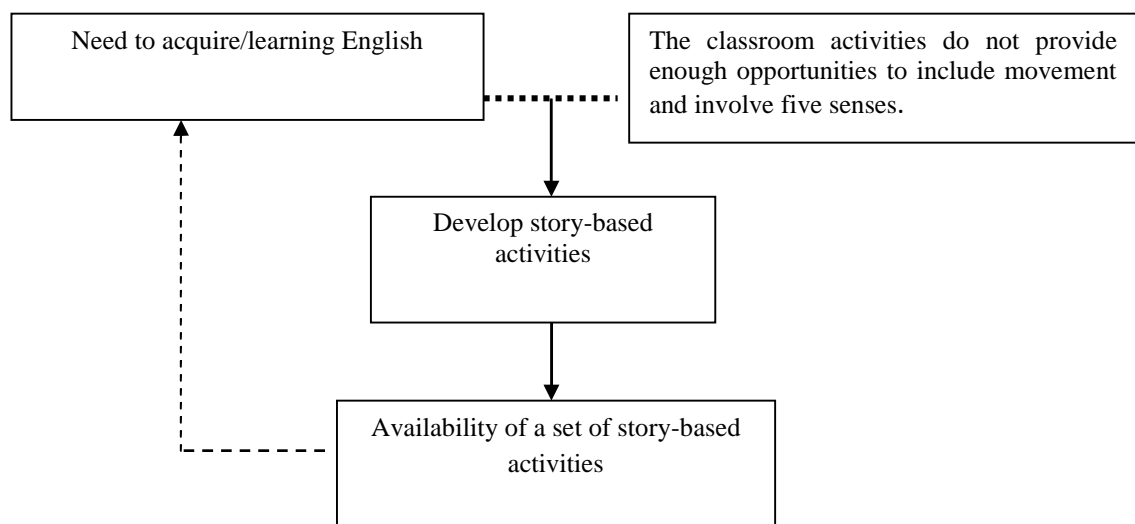


Figure 3: **The Conceptual Framework of the Study**

CHAPTER III

RESEARCH METHODS

A. Type of the Study

The type of this study is Research and Development (R and D). According to Gall and Borg (1983:771) R and D is a strategy which includes a cycle in which a version of a product is developed, field-tested, and revised on the basis of field tested data. The types of products can be material objects, such as textbook, instructional films and a set of method in teaching or a method for organizing instruction. Related to the research study, here the researcher tried to take the research knowledge and incorporate it into a product that can be used in schools. This research was aimed at developing story-based activities for the class B of TK Al-Amien Kadisoka.

B. Subject of the Study

The subjects of the study were the children of class B of TK Al-Amien Kadisoka in the academic year 2012/2013. There were 14 children in the class, consisted of 8 girls and 6 boys at the age of 5-7 years old.

C. Research Setting

This study is conducted in TK Al-Amien Kadisoka. It is located at Perum Soka Asri Permai, Kadisoka, Purwartani, Kalasan. TK Al-Amien Kadisoka has 5 classes which are divided based on the ages of the children. The Playgroup class is for the 3-4 years old children, TK A (class A) is for 4-5 years old children and the last is TK B (class B) is for 5-7 years old children.

D. Research Instruments

The instruments of the study were interview guidelines and questionnaires. A questionnaire is an instrument which is used to gather information through the participants' written responses to a list of questions. While an interview is a method used to collect information from the respondents through an ask-and-answer activity led by the interviewer (Arikunto: 1993). The interview guidelines were used to collect the qualitative data in the form of interview transcripts.

The interviews were conducted by interviewing groups of children. The researcher provided a set of interview questions and asked the groups. Then, group's responses were audio recorded. The first interview was conducted to find some information about the children's characteristics and needs of English learning. The second interview was conducted after the implementation of the developed story-based activities. It is aimed at getting information to evaluate the implemented story-based activities.

The other instruments used in this research study were questionnaires. There were 3 different questionnaires used in this study. The first questionnaire is an open-ended questionnaire for the teachers of TK Al-Amien Kadisoka. It was aimed at getting information about children characteristic and needs. The second was a close-ended type of questionnaire for the children's parents. This questionnaire was aimed at getting information about children's characteristics and needs in learning. The third questionnaire was used to get data from the classroom teachers, English teachers and students of English Education in the evaluation stage. The questionnaire contained some questions related to the

general opinion and suggestion about the activities implemented. The opinion and suggestions were used to revise the first and the second draft of the story-based activities. The revised draft was the final draft of story-based activities for the class B children of TK Al-Amien Kadisoka Yogyakarta.

1. First Interview

The researcher conducted the needs analysis interviews with the children. The needs analysis interview was conducted to find some information about students' characteristics and needs of English learning. In order to make the needs analysis run well, the researcher made an interview guideline.

a. Validity

The researcher used construct validity to know the validity of the interview guideline. The researcher discussed the outline of the interview guideline with the first consultant to make sure that the interview guideline was capable of providing information about the children's need and characteristics in learning English. The researcher used references related to the children's learning needs, background knowledge, and interest (Tomlinson, 1998; Pinter, 2006; Hutchison and Waters ,1987). The organization of the questionnaire is shown below.

Table 1: The Organization of the First Interview (Needs Analysis for the Children)

| No | The purpose of the questions | The content of the questions | Reference |
|-----------|---|--|--|
| 1. | To find the information about children's learning needs on story- | <ul style="list-style-type: none"> - Learning goals and expectation for a course - Learning styles | Tomlinson (1998:240) Pinter (2006:38) |

| | | | |
|----|--|---|--------------------------------|
| | based activities. | | |
| 2. | To find the information about children's background knowledge. | <ul style="list-style-type: none"> - Children's attitude toward English. - Children's previous knowledge. | Hutchison and Waters (1987:62) |
| 3. | To find the information about children's interest. | <ul style="list-style-type: none"> - Preferred stories. - Preferred activities. - Preferred media. | Tomlinson (1998:240) |

b. Reliability

The researcher used inter-rater reliability to measure the reliability of the interview guideline. The researcher conducted interviews to different groups of children. After conducting the interviews, the researcher made and analyzed the transcript. It was found out that the results were similar. Based on the result, the interview guideline was appropriate to be used to collect the data.

2. First Questionnaire

The open-ended questionnaires were given to the classroom teacher in order to get the information related to opinions and experience in teaching the children. There were five written questions for the teachers. In addition, there were some questions which were asked by the researcher in the interview. The questions were aimed at getting some information related to the teachers' opinion about delivering material in the form of stories, giving language input in the form stories, the types of stories the children used to like in the classroom and the media they usually use in the classroom.

a. Validity

The researcher used construct validity to know the validity of the open-ended questionnaire. The researcher discussed the outline of the questionnaire with the first consultant to make sure that the open-ended questionnaire was capable of providing information about teacher's needs and characteristics. The researcher used references related to the teachers' professional needs, the children's background knowledge, and the teacher's interest (Tomlinson, 1998; Hutchinson and Waters, 1987). The questionnaire was organized as follows.

Table 2: The Organization of the Open-ended Questionnaire (Needs Analysis for the Teachers)

| No | The purpose of the questions | The content of the questions | Reference |
|-----------|---|--|---|
| 1. | To find the information about the teachers' professional needs. | <ul style="list-style-type: none"> - Preferred teaching styles - Preferred story telling techniques | Tomlinson (1998: 241) Hutchinson and Waters (1987: 62) |
| 2. | To find the information about children's background knowledge. | <ul style="list-style-type: none"> - Children's previous knowledge | Tomlinson (1998:240) |
| 3. | To find the information about teacher' interest. | <ul style="list-style-type: none"> - Preferred stories - Preferred activities - Preferred media | Tomlinson (1998:241) |

b. Reliability

The researcher used inter-rater reliability to measure the reliability of the open-ended questionnaire. The researcher distributed the questionnaires and

conducted interviews to different respondents. After distributing the questionnaires and conducting the interviews, the researcher made and analyzed the transcript. It was found out that the results were similar. Based on the result, the open-ended questionnaire was appropriate to be used to collect the data.

2. Second Questionnaire

The second questionnaire was used to get information about children's needs of learning. The questionnaire was distributed to parents. The type of the questionnaire was a close-ended questionnaire. There were 30 yes/no questions in the questionnaire.

a. Validity

The researcher used construct validity to know the validity of the close-ended questionnaire. The researcher discussed the outline of the questionnaire with the first consultant to make sure that the close-ended questionnaire was capable of providing information about the children's need and characteristics in learning English. The researcher used references related to the parents' profile, children's learning needs, the children's background knowledge, the parents' method in delivering the stories, and the children's interest (Tomlinson, 2004; Hutchinson and Waters 1987; Brewster and Ellis, 2002; Wright, 2004). The organization of the questionnaire is presented below.

Table 3: The Organization of the Close-ended Questionnaire (Needs Analysis for the Parents)

| No | The purpose of the questions | The content of the questions | Reference | Item Numbers |
|-----------|-------------------------------------|-------------------------------------|----------------------|---------------------|
| 1. | To get information related the | - Name | Tomlinson (1998-240) | Part A |

| | | | | |
|----|--|--|--|---|
| | respondents' profiles | | | |
| 2. | To get the information about the children's learning need | <ul style="list-style-type: none"> - Learning goals and expectation for story based activities - Learning styles (need learning assistance or not. | Tomlinson (1998:241) | 1, 2, 9, 10, 15,16, 17, 25 |
| 3. | To find the information about children's background knowledge | <ul style="list-style-type: none"> - Language exposure - Children's previous knowledge | Hutchinson and Waters (1987: 63) | 3, 4, 5, 6, 7, 11, 12, 13, 14, 18, 19, 20, 24 |
| 4. | To find the information about the method in delivering the stories | <ul style="list-style-type: none"> - Reading the stories - Telling the stories | Brewster and Ellis (2002:188-189) Wright (2004: 10) | 8, 21, 22, 23, 26, 27 |
| 5. | To get information related to the children's interest of stories | <ul style="list-style-type: none"> - Folklore - Fable - Tale | Tomlinson (1998: 240) Brewster and Ellis (2002:188-189) | 28, 29, 30 |

b. Reliability

To show the reliability of the questionnaire, the researcher administered the questionnaires to 14 parents. There were two possible responses with two possible points; two points for Yes, one point for No. After all the questionnaires were given back to the researcher, the researcher made the recapitulation of the parents' answers. Then, the researcher used Alpha Cronbach formula to calculate the reliability coefficient of the questionnaire. The reliability coefficient was 0.750. This means that the questionnaire was appropriate to be used.

4. Second Interview

At the next step of the research, the researcher evaluated the implemented the story-based activities. An interview had been done with the children to get their opinion about the developed story-based activities. The interview was conducted after implementing the second draft of the developed story-based activities. The children were interviewed in pairs. The researcher as the interviewer worked with prepared questions written in the interview guidelines. The children's responses to the questions were audio and video recorded.

a. Validity

The researcher used construct validity to know the validity of the interview guideline. The researcher discussed the outline of the interview guideline with the first consultant to make sure that the interview guideline was capable of providing feedback from the children's in the developed story-based activities. The researcher used references related to the children's opinions on the quality of the input, activities, and the layout of the developed story-based activities (Brown, 2001; Hutchinson and Waters, 1987; Tomlinson, 1998; Harmer, 1992). Here below is the organization of the interview guideline.

Table 4: The Organization of the Second Interview with the Children (Evaluation)

| No | The Purpose of the Questions | The Content of the Questions | References |
|----|---|---|--|
| 1. | To get information about the children's opinions on the quality of the input of the developed story-based activities. | <ul style="list-style-type: none"> – Stories – Vocabulary – Song – Pictures – Video – Flashcards. | Brown (2001: 142) Hutchinson and Waters (1987) Ellis via Tomlinson (1998: 235) |

| | | | |
|----|---|---|---|
| | | – Media | |
| 2. | To get information about the children's opinions on the quality of developed story-based activities. | <ul style="list-style-type: none"> – Content of the activities – Clarity of the instructions – Games | Brown (2001: 142) Harmer (2001: 279) |
| 3. | To get information about the children's opinions related to the layout of developed story-based activities. | – Illustrations | Brown (2001: 142) |

b. Reliability

The researcher used inter-rater reliability to measure the reliability of the interview guideline. The researcher conducted interviews to different groups of children. After conducting the interviews, the researcher made and analyzed the transcript. It was found out that the results were similar. Based on the result, the interview guideline was good to be used in collecting the data.

5. Third Questionnaire

The last questionnaire was administered to the kindergarten classrooms teachers, English teachers and students of English Education Department. It was aimed at finding the respondents' opinions and suggestions about the first draft and the second draft of developed story-based activities. The opinions and suggestions then were used to evaluate the first and second draft of the developed story-based activities. There were 43 questions in the questionnaire.

a. Validity

The researcher used construct validity to know the validity of the questionnaire. The researcher discussed the outline of the questionnaire with the

first consultant to make sure that the close-ended questionnaire was capable of providing information about the teachers' opinion related to the developed story-based activities. The researcher used references related to the respondents' profiles, the relevance among the goals, the input activities, the activities, the format, and the instructions of the developed story-based activities (Tomlinson, 1998; Brown, 2001; Hutchinson and Waters, 1987; Brown; 2001, Harmer, 1992). The organization of the third questionnaire is presented as follows.

Table 5: The Organization of the Questionnaire for the Activities Evaluation for Respondents

| No | Purposes | Content | References | Item Number |
|-----------|--|--|--|--|
| 1. | To find information about the respondents' profiles. | <ul style="list-style-type: none"> - Name - Age - Sex - Educational background | Masuhara via Tomlinson (1998: 241) | Part A |
| 2. | To find information about the respondents' opinions related to the relevance among developed story-based activities, the language skills, aims, curriculum, and the course grid. | <ul style="list-style-type: none"> - Goal | Brown (2001: 142) | 1, 2, 3 |
| 3. | To get information about the respondents' opinions on the quality of the input on the developed story-based activities. | <ul style="list-style-type: none"> - Stories - Vocabulary - Song - Video - Worksheet - Media | Brown (2001: 142) Hutchinson and Waters (1987) Ellis via Tomlinson (1998: 235) | 4, 14, 15, 16, 17, 18, 28, 29, 33, 34, 35. |
| 4. | To get information about the respondents' opinions on the quality of developed story-based activities. | <ul style="list-style-type: none"> - Content the activities and game - Variety of the | Brown (2001: 142) Nunan (2004: 175) | 5, 6, 7, 8, 9, 10, 11, 12, 13, 19, |

| | | | | |
|----|---|--|--|--|
| | | activities | | 20, 21, 22, 23, 24, 25, 41, 42, 43 |
| 5. | To get information about the respondents' opinions related to the format of developed story-based activities. | <ul style="list-style-type: none"> - Typesetting - Illustrations of the pictures and flashcards | Brown (2001: 142) | 26, 27, 30, 31, 32, 39, 40 |
| 6. | To get information about the respondents' opinions related to the instructions of the teacher's guide | <ul style="list-style-type: none"> - Methodological guidance - Suitability for nonnative speaking teacher - Clarity of the instructions | Brown (2001: 142) Brown (2001: 142) Harmer (2001: 279) | 36, 37, 38 |

b. Reliability

To show the reliability of the questionnaire, the researcher administered the questionnaires to 10 respondents. There were four possible answers with four possible points; Strongly Agree (SA) four points, Agree (A) three points, Disagree (D) two points, Strongly Disagree (SD) one point. When the questionnaires were given back to the researcher, recapitulation of the answers was made. Then, researcher used Alpha Cronbach formula to calculate the reliability coefficient of the questionnaires. The reliability of the questionnaire in the evaluation of the first draft of the story-based activities was 0,817. In addition, the reliability of the questionnaire in the evaluation of the second draft of the story-based activities was 0,777. This means that the questionnaires were good to use.

E. Research Procedure

In this research, the researcher followed eight steps referred to as a Research and Development cycle by Borg and Gall (1983:773). The steps consisted of

conducting needs analysis, selecting the topics and the objectives of the activities, writing the course grid, developing the story-based activities, implementing the story-based activities, evaluating and revising the first draft of the developed story-based activities, implementing the revised story-based activities, and the last was evaluating and revising of the second draft of the story-based activities. Here are the descriptions of the step for the research procedure.

1. Conducting Needs Analysis

The researcher conducted the needs analysis to find the information about children's characteristics in learning, their preferences in listening story and experience in learning English. In the needs analysis, the researcher conducted interview with the children and distributed questionnaires to the teachers and parents.

2. Planning (Selecting the Topics and the Objectives of the Activities)

In this stage, the researcher decided the objectives and topic of the stories to develop the activities. The stories were chosen based on the data results of the questionnaires and the interviews. In addition, the researcher tried to make the stories in line with the kindergarten curriculum of 2005 (*Pedoman Pembelajaran di Taman Kanak-Kanak 2005*). The stories contained specific themes on the kindergarten curriculum. However, it was difficult to find the stories with exact themes in the curriculum. Therefore, an adaptation was needed in order to make the stories accessible for the kindergarten children, suitable for their needs and characteristics, and related to their background knowledge. The adaptation was done by simplifying the language, shortening the stories, and giving more

repetition on language function. From the three chosen stories, two stories were adapted; they are “The Little Indian Boy”, “The Greedy Monkey”, and “The Mouse Deer and the Crocodiles”. Since there was a limitation of time, the researcher only developed three units of the story-based activities for the group B children of TK AL-Amien Kadisoka.

3. Writing the Course Grid

Based on the data from the needs analysis, the researcher made 3 sets of course grids. The course grids were also developed based on the kindergarten curriculum of 2005 (*Pedoman Pembelajaran di Taman Kanak-Kanak 2005*). In writing the course grid, the researcher used many sources such as any available English textbooks for very young learners and some theories.

4. Developing the First Draft of Story-based Activities

After writing the course grid, the researcher developed activities based on the data results of the children’s needs and kindergarten curriculum. The researcher developed three units of the story-based activities. The units were “The Little Indian Boy”, “The Greedy Monkey”, and “The Mouse Deer and the Crocodiles”. The researcher asked some English teachers and lectures and used some source books to develop the activities.

5. Evaluating and Revising the First Draft of the Story-Based Activities

After implementing the first draft of the stories and activities, the researcher evaluated them. In the evaluation, the researcher asked for some opinions and suggestions from 10 respondents. The respondents were the classroom teachers, English teachers, and English Education Department students. The revision on

the first draft of the developed story-based activities was done based on the opinions and the suggestions given by the respondents.

6. Implementing the Second Draft of the Story-based Activities

After revising the first draft of the developed story-based activities, the researcher implemented the second draft of the story-based activities. The implementation was aimed at finding information whether the revised story-based activities were ready to be used. In addition, the information could be used to improve the revised story-based activities. In conducting the implementation, the researcher was helped by a teaching assistant.

7. Evaluating and Revising the Second Draft the Story-Based Activities

After implementing the second draft of the story-based activities, the researcher interviewed the children to get their responses to the developed story-based activities. The researcher also distributed the evaluation questionnaire to the kindergarten classroom teachers, English teachers, and English Education Department students to get their opinions and suggestions about the second draft of the story-based activities. The revision had been done to improve the developed story-based activities. After finishing the revision, the final draft was produced in this stage.

F. Data Collection

As mentioned above, the data in this research were obtained from conducting the interviews and distributing questionnaires. The needs analysis interview and questionnaires obtained the information related to the children's need and characteristics and the teachers' teaching style. The evaluation interview

and questionnaires obtained opinions and suggestions from the children, classroom teachers, English teachers, and students of English Education Department about the developed story-based activities.

G. Data Analysis Technique

There were two types of data in this research. The first was the data from needs analysis interview with the children, the open-ended questionnaire for the teachers, and the evaluation interview with the children. The data were analyzed qualitatively. The data obtained in the needs analysis were about the children's characteristics, children's needs and the suitable teaching media. The results became the guidelines to choose the stories and develop the story-based activities. The results of the evaluation interview with the children after the implementation were also analyzed qualitatively. The data then became the guideline to revise the second draft of the story-based activities. The qualitative data were written in the form of interview transcripts.

. The second is the data from the close-ended questionnaire for the parents in the needs analysis and the data from evaluation questionnaires. The data obtained from the parents questionnaires were analyzed by using the descriptive statistics. The descriptive statistics was used to present and describe the data. A Likert scale was used because it was generally appropriate for obtaining respondents' views, judgments, or opinions. The questions in part B of the questionnaires, number 1 to number 30 were given score weights. The scores were two points for (Yes) and one point for (No). Then, the data were converted into the interval mean values on the scales of 1 to 2 by using the range of the factual

scores. In Suharto (2006: 52), the range of the scores can be used to create score conversion by dividing the range with the objected categories below. The range of the score can be found with the following formula.

$$R = \frac{Xh - Xl}{2}$$

Note:

R : Range
Xh : Highest Score
Xl : Lowest Score

In addition, the data from the evaluation questionnaires were analyzed quantitatively. The questionnaires were used to collect information to revise the first draft and the second draft of the developed story-based activities. The questions in part B of the questionnaires, number 1 to number 40 were given score weights. The scores were four points for Strongly Agree (SA), three points for Agree (A), two points for Disagree (D), and one point for Strongly Disagree (SD). In analyzing the results, the researcher used descriptive analysis which includes the central tendency statistics: Mean and Mode. Then, the data were converted into the interval of mean values on the scale 1 to 4 by using the range of factual score. The range of the scores was divided by using the formula below.

$$R = \frac{Xh - Xl}{4}$$

Note:

R : Range
Xh : Highest Score
Xl : Lowest Score

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

In this research, some steps were conducted to develop story-based activities for the class B children of TK Al-Amien Kadisoka. The steps are presented as the findings of the research in order to answer the questions in the formulation of the problems in the research. The findings of the research are presented into six sections. They are needs analysis, the course grid, the activities format, the evaluation and revision of the first draft of the story-based activities, the implementation of the story-based activities, and the evaluation and revision of the final draft of the story-based activities. They are presented as follows.

1. Needs Analysis

One of the steps to conduct a Research and Development was the research and information collection. The research and information collection in this research was obtained through the needs analysis. The needs analysis provides useful information to the research. The needs analysis in this research was conducted at TK Al-Amien Kadisoka.

There were three instruments administered to collect the data. They were interview guidelines, an open-ended questionnaire, and close-ended questionnaires. The instruments which are used in this research were made through some steps. The first step was making the blueprints of the instruments. From the blueprints, questions in the interview guidelines and statements in the questionnaires were developed. The blueprints were developed based on the

literature review then organized into the tables of organizations. The organization of the needs analysis instruments can be seen in the following tables.

Table 6: The Organization of the Needs Analysis Interview

| No | The purpose of the questions | The content of the questions | Reference |
|-----------|--|---|--|
| 1. | To find the information about children's learning needs on story-based activities. | - Learning goals and expectation for a course - Learning styles | Tomlinson (1998:240) Pinter (2006:38) |
| 2. | To find the information about children's background knowledge. | - Children's attitude toward English. - Children's previous knowledge. | Hutchison and Waters (1987:62) |
| 3. | To find the information about students' interest. | - Preferred stories. - Preferred activities. - Preferred media. | Tomlinson (1998:240) |

The organization of the open-ended questionnaire for the needs analysis for the teachers can be seen in the following table.

Table 7: The Organization of the First Questionnaire (Needs Analysis)

| No | The purpose of the questions | The content of the questions | Reference |
|-----------|---|---|---|
| 1. | To find the information about the teachers' professional needs. | - Preferred teaching styles - Preferred story telling techniques | Tomlinson (1998: 241) Hutchinson and Waters (1987: 62) |
| 2. | To find the information about children's background knowledge. | - Children's previous knowledge | Tomlinson (1998:240) |
| 3. | To find the information about teacher' interest. | - Preferred stories - Preferred activities - Preferred media | Tomlinson (1998:241) |

The organization of the close-ended questionnaire for needs analysis for the parents can be seen below.

Table 8: The Organization of the Second Questionnaire (Needs Analysis)

| No | The purpose of the questions | The content of the questions | Reference |
|-----------|---|--|--|
| 1. | To get information related the respondents' profiles. | - Name | Tomlinson (1998:240) |
| 2. | To get the information about the children's learning need. | - Learning goals and expectation for story based activities - Learning styles | Tomlinson (1998:241) |
| 3. | To find the information about children's background knowledge. | - Language exposure - Children's background knowledge | Hutchinson and Waters (1987: 63) |
| 4. | To find the information about the method in delivering the stories. | - Reading the stories - Telling the stories | Brewster and Ellis (2002:188-189) Wright (2004: 10) |
| 5. | To get information related to the children's interest of stories. | - Folklore - Fable - Tales | Tomlinson (1998: 240) Brewster and Ellis (2002:188-189) |

The second step was developing the blueprints above into questions and statements in the interview guideline and questionnaire. The third process was trying out all of the instruments to some respondents. It was conducted in order to find out whether the instruments were ready to be distributed. The fourth process were evaluating and revising the instruments based on the result of the tryout. Finally, the revised instruments of needs analysis distributed to collect the data.

The first instrument was an interview guideline. The interview with the class B children of TK Al-Amien Kadisoka was done to obtain the needs analysis.

The interview was done in a structured way in which the researcher worked through a list of pre-planned questions in a fixed order. The children's background knowledge, interest, and learning needs were the components of the interview. Then, those components were elaborated into six main questions as written on the interview guidelines.

The second instrument was an open-ended questionnaire. It was distributed to the classrooms teachers of group B3 and B4. There were six written questions followed by some interview related to the teachers' professional needs, their background knowledge, and their interest in teaching. The questions in the interview were based on the teacher answers in the questionnaire.

The last instrument was a close-ended questionnaire for the children's parents. The closed-ended questionnaire contained some questions related to the children's learning needs, their background knowledge, the method that were used by parents, and the children interest of stories. Those components were elaborated into thirty yes/no questions in a questionnaire.

a. The Results of the Interview with the Children

1. The Characteristics of the Children

In this section, the results of the needs analysis which were obtained through an interview will be discussed. In the interview, the researcher asked the children some questions which were written in the interview guideline. The needs analysis was done in order to find the information about children's needs and characteristics.

There were 14 children in group B of TK AL-Amien Kadisoka. There were 8 female children and 6 male children at the age of five to seven years old. Some of the children seemed happy and cheerful when the researcher came to the class. They did not hesitate to greet the researcher in English by saying “Good Morning, Miss”. Although the children were very active and enthusiastic, some of them were difficult to be handled. They ran here and there and were reluctant to sit still on their seats. The other children looked bored; they had chit chat with each other when the teacher gave the lesson. When the teacher asked some of them to do the activities on their books, they children were busy running around the classroom. They did not do the activities the teacher asked them to do.

2. Descriptions of the Children’s Needs

Before designing a set of story-based activities, the researcher conducting needs analysis by interviewing the children. The interview was aimed at finding the information about their interest, goals and expectations in learning English, their background knowledge. The data from the interview show that some of the children had interest in learning English. It can be seen from the following excerpts.

| | |
|----|---|
| R | : <i>Faya suka ga sih belajar Bahasa Inggris?</i> (Faya, do you like the English lesson?) |
| C2 | : <i>Suka.</i> (I like it) |
| R | : <i>Kenapa?</i> (Why?) |
| C2 | : <i>Ya suka, bisa main-main.</i> (I like it since I can play during the lesson) |
| | (Appendix I/Interview2) |

| | |
|----|--|
| R | : <i>Miss Wulan mau nanya ke Elang. Elang suka belajar Bahasa Inggris ga?</i> (MissWulan will ask something to you Elang. Do you like the English lesson?) |
| C4 | : <i>Suka.</i> (I like it.) |
| R | : <i>Kenapa suka?</i> (Why do you like the English lesson?) |

| | | |
|----|--|--------------------------|
| C4 | : <i>Biar cepet pinter.</i> (It makes me smarter.) | (Appendix I/Interview 4) |
|----|--|--------------------------|

| | |
|----|---|
| R | : <i>Dila suka belajar Bahasa Inggris ga?</i> (Dila, do you like the English lesson?) |
| C6 | : <i>Suka.</i> (Yes, I like it) |
| R | : <i>Kenapa?</i> (Why?) |
| C6 | : <i>Karena ada Miss Wulan.</i> (Because Miss Wulan teaches me) |
| | (Appendix I/Interview 6) |

The data above show that the children had extrinsic motivation for joining English as extracurricular program at TK Al-Amien Kadisoka. Extrinsic motivation refers to the motivation that exists due to the presence of “an externally mediated activity or constraint” (Deci 1980: 30-31). The children performed the activity not for enjoyment of the activity but to gain a reward if the activity is completed or to avoid a negative consequence if the activity was not completed. In contrast, intrinsic motivation refers to the motivation to perform an activity in order to experience the activity itself and not to gain the future rewards (Deci 1980: 30-31). The extrinsic and intrinsic motivation takes control when the children taking part in the tasks. If the children’s motivation is self-determined they become more involved in activities and make efforts to reach challenging goals. However, at least the children had positive attitude towards English. Although not all of the students like the English lesson or had intrinsic motivation for learning English, many of them were enthusiastic about English. After having discussion about the motivation, the children were also asked in the interview about their background knowledge. In fact, most children liked to listen to stories. Their teachers and parents used to tell story to them. In the first and third excerpts, the stories of animals (fable) were the children’s favorite, since the stories they

remembered are mostly about animals. The second excerpt shows that princess story, animals and legend were the favorites. The data below are more information about the children's background knowledge.

| | |
|----|---|
| R | : <i>Kalo di sekolah suka dibacain cerita ga sama ibu guru? Cerita apa aja?</i> (Does your teacher tell you a story? What story did your teacher tell you?) |
| C3 | : <i>Cerita monyet-monyet trus ada singanya sama cerita nabi.</i> (The stories about monkeys and there was a lion and the prophets stories.) |
| R | : <i>Yaya suka yang mana?</i> (Which one do you like most?) |
| C3 | : <i>Semua.</i> (All of them.) |

(Appendix I/Interview 3)

| | |
|----|--|
| R | : <i>Cerita apa aja?cerita binatang atau nabi-nabi?</i> (Which story does your mother tell you? Animal or prophets story?) |
| C2 | : <i>Princess</i> |
| R | : <i>Faya suka yang princess?</i> (Do you like princess' stories?) |
| C2 | : <i>Iya.</i> (Yes, I do.) |

(Appendix I/Interview2)

| | |
|----|---|
| R | : <i>Kalau Raihan sukanya cerita yang apa?</i> (What stories do you like most?) |
| C7 | : <i>Sukanya cerita guk guk anjing, bola-bolaan.</i> (I like the dog and football stories.) |

(Appendix I/Interview 7)

The children were asked questions in the interview about which type of activities they liked most. From the result data of the interview, it shows that the children tend to choose coloring activities than the other activities the researcher provided. The learning activity in the classroom also usually covered the coloring activity. So that they were familiar with the coloring activity and felt that the activity was easier to do. The children's interest/preferences can be seen at the following interview excerpts.

| | |
|---|--|
| R | : <i>Emang kalo pas belajar Bahasa Inggris maunya ngapain? mewarnai, menyanyi, maen, tebak-tebakan, suka yang mana?</i> (Which activity do you want to do in English lesson? Coloring, |
|---|--|

| | |
|----|--|
| C1 | : singing, playing game, guessing game, which one do you like most?) : <i>Aku suka mewarnai, nyanyi, maen game.</i> (I love coloring, singing, and playing game.) (Appendix I/Interview 1) |
|----|--|

| | |
|----|--|
| R | : <i>Emang kalo pelajaran Bahasa Inggris maunya ngapain? kan sering kita mewarnai, melingkari gambar, menyanyi, main games. Yaya suka yang mana?</i> (Which activities do you want to do in English lesson? We often do the coloring activity, making circle on pictures, singing, and playing games. Which one do you like most?) |
| C3 | : <i>Hmmm, apa ya. Mewarnai!</i> (Hmmm, what about... coloring!) (Appendix I/Interview 3) |

| | |
|----|---|
| R | : <i>Kalau pas belajar Bahasa Inggris maunya ngapain? menyanyi, mewarnai atau main tebak-tebakan?</i> (Which activities you want to do in the English lessons? Singing, coloring or guessing game?) |
| C5 | : <i>Mewarnai.</i> (Coloring activity.) (Appendix I/Interview 5) |

In order to find the effective media to be used in delivering the stories and doing the activities, the children were asked some questions about the types of media they would be interested in. This information helped the researcher in selecting the media to be used in the teaching and learning process. For the further information, the data about the children's teaching media preferences are shown below.

| | |
|----|---|
| R | : <i>Kalau ceritanya sambil dikasih gambar-gambar trus nyanyi-nyanyi vana suka ga?</i> (Do you like stories with pictures and songs?) |
| C1 | : <i>Suka.</i> (Yes, I do.) (Appendix I/interview 1) |

| | |
|----|---|
| R | : <i>Kalau cerita sambil dikasih gambar suka ga?</i> (Do you like stories with pictures in it?) |
| C2 | : <i>Iya.</i> (Yes, I do.) (Appendix I/Interview 2) |

| | |
|----|---|
| R | : <i>Kalau nanti Miss Wulan bacakan cerita tentang binatang, ceritanya sambil lari-larian, berenang-renangan. Mau ga?</i> (How about the stories about animals? We are going to run and swim, are you excited?) |
| C8 | : <i>Mau.</i> (Yes, I am.) |

(Appendix I/Interview 8)

The interview excerpts above show that the children liked to have pictures in storytelling activities. They were attracted to pictures as the media to be used in story telling activities. After having interview with the children, the researcher distributed the open-ended questionnaire to the teachers. The result of the needs analysis with the teachers is presented below.

b. The Results of the Questionnaires for the Teachers

The teachers' questionnaire was designed as an open ended questionnaire and was used in unstructured interview. This questionnaire was aimed at finding information about the teachers' professional needs, their background knowledge, and their personal needs in teaching. There were seven questions consisted of two open questions and five multiple choice questions. Then, answers from the questions were used by the researcher to make questions in the interview.

When the researcher distributed the questionnaires to the teachers, the researcher asked them about the detail information based on the answer they wrote on the questionnaire. Below are the data about how the children responded to the story telling activities the teachers used in the classrooms.

| | |
|----|---|
| R | : <i>Lalu bagaimana respon siswa saat dibacakan cerita?</i> (So how do the children respond to the story telling activity?) |
| T1 | : <i>Sangat senang, mereka mau memperhatikan.</i> (They are interested, they focus on the stories.) |

(Appendix I/ Interview 9)

- | | |
|---------------------------|---|
| R | : <i>Jadi biasanya respon anak bagus ya, bu saat dibacakan cerita? (So is it true that the story telling activity can get children's good responses?)</i> |
| T2 | : <i>Ya, mereka sangat antusias saat mendengarkan. (Yes. They are very enthusiastic in listening to the stories.)</i> |
| (Appendix I/Interview 10) | |

The teachers were asked in an interview which were based the open-ended questionnaires. The questions were about their opinion on the children responses when listening to stories. In the interview, the teachers stated that children were enthusiastic in listening to stories. Listening to stories was a popular activity for all children. In addition, the primary English teachers could use storytelling as additional listening practice. While listening to the story, the children would learn new vocabularies as well as having enjoyable listening practice. For more information about the children' interest in the stories the teachers told are shown below.

- | | |
|---------------------------|--|
| R | : <i>Cerita apa yang biasanya ibu bacakan? (What stories do you usually tell to the children?)</i> |
| T1 | : <i>Biasanya cerita moral tentang keteladanan, cerita-cerita binatang, biasanya cerita yang saya punya gambar serinya. (I tell the stories which contain moral value, fable and stories with series of pictures.)</i> |
| (Appendix I/ Interview 9) | |

- | | |
|----------------------------|---|
| R | : <i>Biasanya cerita apa yang ibu bacakan untuk mereka? (What stories do you tell to the children?)</i> |
| T2 | : <i>Ya banyak ya. Biasanya cerita tetang moral dan nilai agama untuk mengajarkan budi pekerti kepada mereka. Biasanya anak masih dengan egonya masing-masing, ya saya ajarkan tentang nilai moral yang baik dan buruk, ya membandingkan agar mereka paham. (A lot of stories. I usually tell the stories with moral and religious value to help them learn a good attitude. They are selfish, it's their nature, then I teach them about dos and don'ts)</i> |
| (Appendix I/ Interview 10) | |

The teachers used to choose stories with moral and religious value. A story can be the media to transfer messages. By listening to a story, the children might learn the moral and religious value of it. Furthermore, the data about story-telling technique the teachers' used in the class are presented below.

| | |
|----|--|
| R | : <i>Adakah kegiatan yang ibu lakukan sebelum-saat-setelah bercerita? (Is there any specific activities you do before-during-after the story telling?)</i> |
| T1 | : <i>Biasanya kalau sebelum bercerita saya memperkenalkan siapa saja tokoh dalam cerita, memberitahukan judul dari cerita itu apa ya seperti biasa. Kalau saat bercerita saya biasanya membaca dan memperagakan dialog yang ada. Setelah bercerita saya bertanya kepada siswa bagaimana kesan mereka dengan cerita tadi, kadang saya juga menyuruh anak siapa untuk maju ke depan menceritakan kembali cerita tadi. (I usually introduce the characters and the titles before telling the story. While telling the stories I usually read and improvise the dialogues. After telling the story, I ask the children questions about their opinion on the stories, I usually ask one of the children to re-tell the story in front of the class.)</i> (Appendix I/ Interview 9) |

| | |
|----|---|
| R | : <i>Adakah aktivitas lain yang ibu kerjakan sebelum-saat-setelah membacakan cerita? (Is there any specific activity you do before-during-after the story telling?)</i> |
| T2 | : <i>Ya, biasanya saya membaca nyaring saja lalu diakhir cerita saya bertanya kepada siswa untuk mengecek pemahaman. (Yes, I usually read aloud the stories. At end of the stories I ask the children about the stories to check their understanding.)</i> |
| R | : <i>Apa aktivitas siswa sebelum-saat-setelah dibacakan cerita? (What the children usually do before-while-after the story telling?)</i> |
| T2 | : <i>Ya, biasanya siswa mendengarkan lalu menirukan gerakan yang ada dalam cerita. Setelah cerita biasanya mereka menggambar dan mewarnai gambar yang berhubungan dengan cerita. (The children listen to the stories, then after the story telling they draw or color pictures related to the stories told.)</i> (Appendix I/interview 10) |

The data above show that the teachers applied techniques in telling the stories. The first activities the teacher did when telling a story was building the children's knowledge about the story. They introduced the characters to give the

children before telling the story. One of the teachers used to read aloud the story but the other liked to mime it. At the end of the story telling activity, they checked the children understanding by asking questions related to the story.

c. The Result of the Questionnaires for the Parents

The parents' questionnaires were distributed on the day the researcher distributed the open-ended questionnaires to the teachers. The parents' questionnaire was aimed at providing the detail information about the children's needs in English teaching and learning and the types of activities that the students needed to do while having the story in English. The detail of parents' questionnaires is shown below.

Table 9: **The Results of the Needs Analysis from the Questionnaires for the Parents**

| No. | Variable | Indicator | Mean |
|-----|--------------------------------------|--|------|
| 1. | Children' learning needs. | a. Learning goals and expectation for story based activities | 1.93 |
| | | b. Learning styles (need learning assistance or not. | 1.80 |
| 2. | Children's background knowledge. | a. Language exposure | 1.93 |
| | | b. Children previous knowledge | 1.72 |
| 3. | Technique in delivering the stories. | a. Reading the stories | 1.83 |
| | | b. Telling the stories | 1.75 |
| 4 | Children's interest in stories. | a. Folklore | 1.71 |
| | | b. Fable | 1.85 |
| | | c. Myth | 1.71 |

The data above describe the children's learning needs, children's background knowledge, the technique in delivering the stories, and children's interest in stories. Based on the data above, the mean score of children learning needs which included the learning goals and expectation was 1.93 and the mean

score of the learning styles was 1.80. The data shows that most of the parents had learning goals and expectation in allowing their children to take the English course at school. In the aspect of the learning styles, the data shown that most of the parents used a specific teaching style to help children learn English at home.

The data about the children's background knowledge indicate that almost all the parents gave language support to the children. It can be seen on the mean score of the language exposure (1.93). The data shows that the parents gave adequate attention on the children's language acquisition at home. Moreover the children's previous knowledge had mean score 1.72. It means that the parents not only paid attention on the children language acquisition but also present explanation to support learning.

Most of the parents read a storybook while the others told the story without the story book. The data shows that reading the stories had a higher mean score than telling the stories. It shows that more parents preferred reading the stories using storybook to telling the story by heart. The mean score of the reading stories technique was 1.83 and telling the stories was 1.75.

The last was the data about the children's interest in stories. There were three genres of stories to be chosen here. The data indicate that children of TK Al-Amien Kadisoka liked to have fable more than the others. The mean scores of the data about fables was 1.85, almost all the parents thought that their children were excited to listening to fable. Furthermore myth had a lower mean score than fable (1.71). The lowest mean score was on the folklore (1.71). It shows that most students were excited to listen to fable more than the other genres.

From the data above, it could be inferred that the kindergarten children were familiar with stories. They need the activities which were friendly for them. Stories could be the one that fitted them well. It was to accommodate their early motivation to learn English as the target language.

2. The Course Grid

a. Planning

In the planning stage, the objectives of the lesson were decided. Based on the 2005 curriculum for kindergartens (*Pedoman Pembelajaran di Taman Kanak-Kanak*) and the results of needs analysis, the goals of developing language skills in kindergartens are to make children able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. The story-based activities were developed to fulfill the goals of the lesson by putting the objectives of lessons in the developed activities. The activities were developed based on three different stories. The stories were taken based on the list of themes in the kindergartens curriculum. The stories were taken from the teachers' resource books. The chosen themes were *Myself*, *My Needs*, and *Animals*. The stories were "The little Indian Boy", "The Goldilocks Story", and "The Mouse Deer and the Crocodiles". As the original stories could not be developed into activities, the researcher needed to adapt the stories to be developed into activities which met the objectives and the results of need analysis.

b. Adapting the Stories

The original stories were linguistically complicated, too long, and less of repetition. Therefore, adaptation was needed in order to make the stories

accessible for the kindergarten children and suitable for the children's needs characteristics, and background knowledge. The adaptation was done by simplifying the language, shortening the stories, and putting more repetition on language function. In addition, there were implications of losing the richness and rightness of the original stories. When words were changed, their meanings were quite significantly changed as the consequence. However, the messages of the stories were kept as the original, since the core of the stories was its messages. After adapting the stories, the stories' titles were changed into "The Little Indian Boy", "The Greedy Monkey", and "The Mouse Deer and the Crocodiles".

c. Developing the Course Grid

The course grid was developed based on the data from needs analysis and the 2005 curriculum for kindergarten (*Pedoman Pengembangan Silabus di Taman Kanak-Kanak 2005*). The needs analysis was used as the guideline to determine the themes, the stories, and indicators of all the story-based activities. There were ten components of the course grid developed by the researcher. The components of the course grid can be seen below and the complete course grid was compiled in the appendix C.

Table 10: **The Table of the Course Grid**

| Unit | Theme | Sub-theme | Topic | Goals | Indicators | Language Function | Expressions | Vocabularies | Activities | Media |
|------|-------|-----------|-------|-------|------------|-------------------|-------------|--------------|------------|-------|
|------|-------|-----------|-------|-------|------------|-------------------|-------------|--------------|------------|-------|

Since the teaching materials for kindergartens children were developed based on the themes, the researcher started the course grid with the themes and sub-themes. The chosen themes were *Myself*, *My Needs*, and *Animals*. After choosing 3 themes which were related to the kindergarten lives, the researcher picked the sub themes. First, the sub-theme of the theme *Myself* was *Daily Activities*. Second, the theme of *My Needs* had *Foods and Drinks* as the sub-theme. Third, the sub-theme of the theme *Animals* was *Count the Animals*. The topic in each unit of the story-based activities was based on the sub-themes above. The topics were similar to the titles of the stories. They are “The Little Indian Boy”, “The Greedy Monkey”, and “The Mouse Deer and the Crocodiles”.

The goals of the lesson were to make children able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. Then, the goals were put into details in some indicators. The indicators indicated the abilities that should be mastered by the students in the end of the lessons in each unit. Similar to the goals, the indicators were determined based on the curriculum (*Buku Pedoman Pembelajaran di Taman Kanak-Kanak*). Language functions in each unit described the purposes of learning English for communication in the real life, such as expressing likes and dislikes. The expressions of likes and dislikes could be varied, such as “It’s yummy”, “It’s yucky”, “I like it”, and “I don’t like it”. The vocabulary which used in stories and activities was also one of the components of the course grid. The examples of the used vocabulary were burger, apple, juice and milk. The activities were divided into “Activities before the Story”, “Activities during the Story”, and “Activities

after the Story”. The examples of media were pictures, flashcards, and board game. The components of course grid above supported each other to achieve goals of the lessons. The English teaching and learning process in kindergartens should give children good experience in learning English in fun and interesting ways. The goals could be reached by using stories in the early learning class. The descriptions of the story-based activities are shown below.

d. The Description of the Course Grid of Story-based Activities

1. Unit 1: “The Little Indian Boy”

The theme of the first unit was *Myself* and the sub-theme was *Daily Activities*. From the sub-theme, the researcher looked for the suitable stories related it. Then, the “Little Indian Boy” was chosen because it consisted of the sequences of events which are related to *Daily Activities*.

The goals of this unit were to make the children able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. To achieve the goals of this unit, indicators were made for each activity. The first indicator was to make the children able to stick the pictures of places where the little Indian boy goes. Second, the children were able to act out the activities in the story. Third, the children were able to say the expressions of describing activities. At last, the children were expected to be able to write number in pictures of activities based on the teacher’s instructions.

The media used in this teaching and learning process consisted of pictures, headbands, flashcards, and maps. The pictures were used to introduce the characters and vocabularies of the story. There were pictures of the little Indian

boy and the places where he goes. The headbands were used when the children acted out the story. The map contained the places where the little Indian boy goes.

The activities of singing “Ten Little Indian Boys” song and showing pictures of the characters were included in “Activities before the Story”. Those activities were aimed at introducing the vocabularies and characters related to the story. In “Activities during the Story”, the children followed the teacher to act out the story. Then, the children worked in groups to stick pictures on the prepared paper to make a map. In “Activities after the Story”, the children guessed the activities that did by the researcher. They were expected to use the language function of *Describing Activities*, such as ‘I wake up’, ‘I take a bath’, and ‘I brush my teeth. The last activity was writing numbers to the pictures of daily activities based on the researcher’s instructions.

2. Unit 2: “The Greedy Monkey”

The topic of the story was derived from the theme *My Needs* and the sub-theme *Foods and Drinks*. In the end of the lesson the children were expected to be able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. Through the indicators, first, the children were expected to be able to mention the names of foods and drinks in the story. Second, they were expected to act out the activities in the story. Third, the children were expected to use the language function to express likes and dislike. Fourth, they were expected to draw smile and frowning faces based on the teacher’s instructions. The media used in teaching and learning process were a video clip, pictures, flashcards, and a board game. The video clip contained a song of a bear

family (father, mother, and baby bear). It was used to introduce new vocabulary to the children. The pictures were used to introduce the characters of the story. The flashcards were used to introduce the names of foods and drinks in the story. The board game was used to play “Do You Like...?” game.

“Activities before the Story” was aimed at introducing the characters of the story to the children and giving them the chance to sing along and move through the songs. While introducing the characters the children were allowed to discuss and tell their experience when listening to the stories in the same topics. In “Activities during the Story”, the children were required to memorize parts of the story they had been told once before. In the “Activities after the Story” they played ‘Do you like...?’ game. This game was played in a board game and the children were divided into two groups. This game was aimed at giving chance to the children to ask and respond to the expressions of likes and dislike. At last, they drew the smiles and frowning faces on the worksheet. This activity was aimed at checking the children’s understanding of the story.

3. Unit 3: “The Mouse Deer and the Crocodiles”

The story of “The Mouse Deer and the Crocodiles” was derived from the theme *Animals* and sub- theme *Count the Animals*. The goal of developing activities based on this story was to make the children able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. Moreover, there were four indicators in this theme. First, the children were able to answer the teacher’s question about the story. Second, children were able to act out the activities in the story. Third, children were able to respond to

questions which the teachers asked by using the expression of “How many animals are there?”

The media which were used in this story were pictures, cards, and flashcards. The pictures used were about a mouse deer, a crocodile. Pictures were used to introduce the characters on the story and new vocabularies related to the story. The flashcards were used to introduce numbers. Since number one to ten had been learnt by the children in the previous lesson, the researcher focused on drilling numbers eleven to twenty. The flashcards contained the symbols and words. There were also cards of crocodiles. The teacher prepared twenty cards with some number of crocodiles. The cards also included the symbols and words. At last, pictures of crocodiles with numbers and words had been prepared to be used at the magic matchbox game.

Some children actually were familiar with the story since it was taken from the popular fable in Indonesia. The “Activities before the Story” was aimed at introducing the character of the story, introducing numbers to the children, and giving them chance to move and run around the class while singing a song related to the story. “Activities during the Story” included ‘Stop and Asking’ activity which was aimed at checking the children understanding of the story. The “Activities after the Story” included the whispering race game, matchbox game, and coloring a picture related to the story.

3. The Format of the Activities

a. The lesson plans, worksheets, media, and the teacher's guide

Developing the teaching instruments was one of the steps in developing the story-based activities. The instruments were a course grid, lesson plans, worksheets, teaching media, and the teacher's guide. The process in organizing the course grid and the content of the course were presented above. After the story-based course grid was organized, it became the basis to develop the lesson plans. The lesson plans consisted of some components. The components were the identity of the school, the time allocation, the theme, the sub-theme, the teaching and learning goals, the indicators, the teaching method, the teaching approach, the teaching material, the language functions and used vocabulary, the activities, the source, the assessment, and the scoring rubric were included in the lesson plans. The activities were developed based on the text-based approach. They were BKOF (Building Knowledge of the Field), MOT (Modeling of the Text), JCOT (Joint Construction of the Text), and ICOT (Independent Construction of the Text). Those stages then were categorized into the steps of "Activities before the Story", "Activities during the Story", and "Activities after the Story". To ease the teachers to use the sets of story-based activities in their classroom steps and stages were written in the teacher's guide.

Worksheets were also provided in each unit of the teacher's guide. The worksheets were for the children. On the worksheets the children were asked to color the pictures, write numbers, and draw pictures. The worksheets which were included in the teachers guide were photocopiable.

The teaching media were also included in the teacher's guide. The other media such as map, dice, and board game were also completed in it. Moreover, the teacher's guide consisted of the information about how to use the media and procedures to make the media. Those media facilitated the teachers to deliver the stories to the children and support the activities based on the stories.

The teacher's guide presented the activities the teachers should do in conducting the story-based teaching and learning process. It consisted of procedures to do the activities, the stories, teaching media, and worksheets. The procedures to tell the story were given in structured instructions which were made in English. Moreover, the instructions to sing songs with actions, the steps to play the games, and the procedure to conduct all the teaching and learning activities were included in the teacher's guide. The format of the developed activities in the teachers guide can be seen in the following figure.

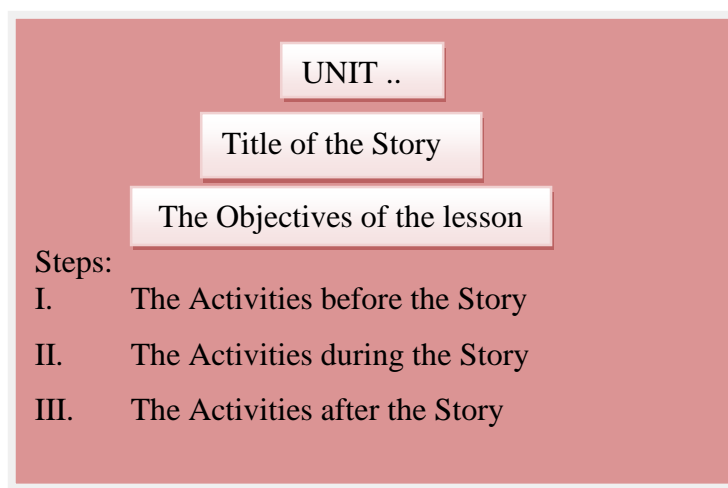


Figure 4: **The Format of the Teacher's Guide**

b. The Outline of the Story-based Activities

Table 11: The Outline of the Story-Based Activities

| Topic | Activities | Materials |
|---|---|---|
| Unit 1 (The Little Indian Boy) | <ul style="list-style-type: none"> - Activity 1: Listen and Sing - Activity 2: Listen and Discuss - Activity 3: Listen and Act Out - Activity 4: Listen and Stick - Activity 5: Guess the Activities - Activity 6: Listen and Write | <ul style="list-style-type: none"> -Ten Little Indian Boys Song -Pictures of the little Indian Boy, the lion and the map -The story of “Little Indian Boy” - The “Little Indian Boy” map. -The use of language function; <i>Describing activities.</i> -The worksheet consists of activities pictures |
| Unit 2 (The Greedy Monkey) | <ul style="list-style-type: none"> - Activity 1: Listen and Sing - Activity 2: Listen and Discuss - Activity 3: Make Monkey Masks - Activity 4: Listen and Act Out - Activity 5: Play “Do you like...?” game | <ul style="list-style-type: none"> -The video clip of “Three Bears’ song. -The Pictures of the greedy monkey, father, mother, and baby bear. -Sets of flashcards of foods and drinks. -The instructions to make monkey masks. -“The Greedy Monkey” story. -The “Do you like...?” board game. -The use of language function; <i>Asking about likes and Expressing like and dislike.</i> |

| | | |
|---|---|--|
| | - Activity 6: Listen and Draw | -The worksheets of foods and drinks. |
| Unit 3 (The Mouse Deer and the Crocodiles) | - Activity 1: Listen and Sing - Activity 2: Listen and Discuss - Activity 3: Listen and Act Out - Activity 4: Listen and Find - Activity 5: Play Magic Matchbox Game - Activity 6: Color the picture | - The Little Teapot song and the actions. -The pictures of the mouse deer and Mr. Croc. -The story of “The Mouse Deer and the Crocodiles”. - Flashcards numbers 1 to 20. -Rolled pictures of crocodiles - The use of language function; <i>Asking number</i> -The coloring worksheet |

c. The Description of the Story-based Activities

1. Unit 1: “The Little Indian Boy”

The activities were divided three sections. The first section was the “Activities before the Story”. The activities in this stage were aimed at getting the children’s attention to involve in the lesson. It would be easier for the teacher to bring the children into the lesson if the children have attention on it. There were two activities for the attention getter. Activity 1 was “Listen and Sing” while Activity 2 was “Listen and Discuss”. In the Activity 1, the children were asked to

listen to the teacher song. After listening to the song, the children were asked to follow the teacher's movement while singing the song. The song also functioned as the introduction to the vocabulary used in the story. The following figure was Activity 1, the lyric and the actions of the song.

10 Little Indian Boys

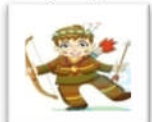
One little, two little, three little Indians
 Four little, five little, six little Indians
 Seven little, eight little, nine little Indians
 Ten little Indian boys...OUoooooooo

Figure 5: **The Lyric of “Ten Little Indian Boys” Song**

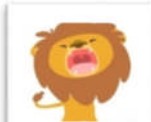
After singing “Ten Little Indian Boys” song, the children were asked to listen and discuss the song in the Activity 2. Activity 2 was aimed at building the children's knowledge about the story they were going to listen. In addition, it was aimed at introducing the characters and vocabulary included in the story. The activities in the Activity 2 are shown below.

Activity 2
Listen and Discuss

1. Introduce the topic of the little Indian boy. Lead a discussion of the characteristics of the little Indian boy.
2. Show the children the character of the little Indian boy and the supporting character of the story by showing the pictures below.



The Little Indian Boy



The Lion
3. Show the map which includes a picture of house, garden path, twisty road, dark wood, tall grass, wet mud, deep river, steep hill, and dark cave. Ask the children to repeat saying the vocabulary in the map after you. The map is shown below.



4. Lead a discussion of things in the map by asking some questions, for example,
Can you swim?
A cave is dark.
The brown are here is the wet mud. Uch! it is sticky.

Figure 6: **Activity 2 “Listen and Discuss” of “The Little Indian Boy”**

The next section was “Activities during the Story”. This section consisted of the listen and act out activities. As the teacher told the story in front the class, she pointed at a map. The map was included the places the little Indian boy goes. The places were a house, a garden path, a twisty road, dark wood, tall grass, wet mud, deep river, steep hill, and a dark cave. The map is shown below.



Figure 7: **The Map Used in the “The Little Indian Boy” Story**

After listening to the teacher’s story once, the children were asked to follow the teacher to act out the story. The children wore Indian headbands and followed the actions the teacher told and did. For example the children should follow the teacher action when she said “Little Indian boy wakes up” (waking up), “He walks through the wet mud” (Lifting your feet as if pulling them up out of sticky mud). This activity gave the children chance to take part in the story. This activity was aimed at drilling the language function of *Describing Activities* to the children.

Activity 4 was “Listen and Stick” activity. The activity was aimed at checking the children understanding of the story and the used vocabularies. The

class were divided into two groups consisted of seven children. They were given sets of pictures to be arranged in a map. The teacher re-read the story once more. As the teacher read the children put the pictures on a large paper sheet.

The fifth and sixth activities in this unit were “Guessing” game and “Listen and Number” activities. These activities were aimed at checking the children’s understanding on the names of activities they learned before. In the Activity 5, the teacher acted an activity, such as brush teeth, the children guessed the activity while saying “I...” the children said the rest of the sentence “brush teeth”. In the sixth activity the children were required to write numbers of the activities based on the teacher’s instructions. The teacher instructed by using the expression “Number one is I wake up”.

2. Unit 2: “The Greedy Monkey”


This unit was started by playing a video clip entitled “Three Bears”. The video clip was aimed at getting the children’s attention before having the story related to the video. In addition it functioned as building the children’s background knowledge about the story they were going to learn. The video clip contained animation pictures of three bears completed with English lyric and movements. The actions in the story were practiced by the teacher in front of the class. Then the children were asked to follow the teacher actions. They were expected to be more ready to get involve in the lesson. The video clip will be compiled in the CD completed in the teacher’s guide.

The next activity was still aimed at getting the children’s attention to the lesson. It was Activity 2 “Listen and Discuss”. Some pictures were shown to the


children in this activity. The pictures gave clues for the children about the story they were going to listen. Relating to the characters, there were four characters in the story. They were “The Greedy Monkey”, “Father Bear”, “Mother Bear”, and “Little Bear”. The explanation about the characters was given to the children to build their knowledge of the story. Question and answer activities were expected to help the children to link their background knowledge to the story. The pictures and questions of the Activity 2 were presented below.

Activity 2
Listen and Discuss

1. Lead discussion about the physical characteristics of a monkey and three bears in the song: fat, slim, cute.
2. Ask the children Do you like monkey or do you hate monkey? Lead discussion about the physical appearance of a monkey.
3. Show the pictures of characters of the story.



The Greedy Monkey



Father, Mother and Baby Bear

4. Display the cards of foods and drinks which include in the story one by one. Say the names of food and drink.
5. Ask the children to repeat after you saying the names of food and drink. Check if they can remember the names for the pictures you have displayed.

Figure 8: Activity 2 “Listen and Discuss” of “The Greedy Monkey” Story

Activity 3 was included in stage of “Activities during the Story”. When telling the story, the foods and drinks flashcards were used to help the children understand the story lines. After having the story once, the teacher paused in the mid of the story and took the flashcards of foods and drinks. Then the teacher asked question to the children by using the expression “Do you like...?”. Some

children were asked to respond to the questions by saying “Yes, I do” or “No, I don’t”.

In the Activity 4, the children were asked to play a role in the story. It was Activity 4 “Listen and Act Out”. Before listening to the story, the children were asked to make masks. This activity was aimed at developing the children’s kinesthetic ability by cutting and using crayon to color the masks. The photocopiable monkey mask was compiled in the appendix. The children were asked to cut the pictures of masks and color the masks brown. The monkey mask is shown below.

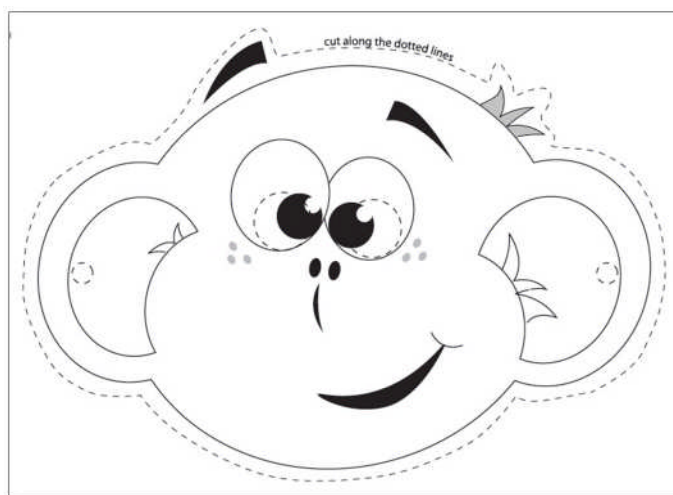


Figure 9: **The Monkey Mask for Activity 4 of “The Greedy Monkey”**

Story

Activity 5 was the “Listen and Act Out”. It was used to make sure whether or not the children understood after the teacher told the story. The children were directed to perform the story by their own. After putting the masks on, they were asked to follow the teacher acted the story. They were expected to say some expressions such as; “It’s yummy”, “It’s yucky”.

In the Activity 6, the children were directed to play “Do you like...?” game. This game was aimed at checking the children comprehension of the vocabulary and language function that were explained before. The game needed some media, such as a game board, a dice, two pointers, and frowning and smiling cards. To play this game, the children needed to work in groups. They worked in groups of seven. After rolling the dice, a child should move according to the number the dice shown. When he/she landed on the place with pictures of food or drink, the teacher asked question to the child by using the expression “Do you like...?” the child supposed to answer the question by using the expression “Yes, I do” or “No, I don’t”. The child took a green card when he/she said “Yes, I do” and took the yellow card when he/she said “No, I don’t”. The cards contained numbers, symbol and word. Here is the example of the card.



Figure 10: **The Monkey Cards for “Do you like...?” Game of “The Greedy Monkey” Story**

The last activity was the Activity 6 “Listen and Draw”. This activity was aimed at checking the children’s understanding on the language function and vocabularies they learned before. They were given worksheets consisted of

pictures of foods and drinks. In this activity they were asked to draw frowning and smile faces on the space. The worksheet of the last activity is on the appendix.

3. Unit 3: “The Mouse Deer and the Crocodiles”

“The Mouse Deer and the Crocodiles” story was used to develop activities in unit 3. The activities were divided into three sections. The first section was the “Activities before the Story”. Activity 1 in “Activities before the Story” was singing “A Little Teapot” song. The song was expected to get the children attention to join the lesson. In addition it reviewed previous lesson which the topic was about number. Below is the song for the Activity 1.

“A Little Teapot”
“I'm a little teapot short and stout”
[Put your hands on your chest]
“Here is my handle and here is my spout
[Put your right hand on your right waist the, raise make a spout with your left hand]
“When the water is boiling...I just shout”
[Shout ‘wowowowowo’]
“Tip me over and pour me out!”
[Lift a leg up, stand up with a leg]

“One”, “Two.”, “Three.”, “Four”, “Five”, “Six”, “Seven”, “Eight”,
 “Nine”, “Ten”, “Eleven”, “Twelve”, “Thirteen”, “Fourteen”, “Fifteen”,
 “Sixteen”, “Seventeen”, “Eighteen”, “Nineteen”, “Twenty”
[Say the number loudly]





Figure 11: The Lyric and the Actions of “Little Tea Pot” Song

Activity 2 was “Listen and Discuss”. In this activity the teacher presented some pictures related to the story. The pictures were aimed at introducing the characters and giving an overview of the story. There were two main characters in this story, the Mouse Deer and “Mr Croc”. Then, teacher asked some questions related to the story, for example “*Teman-teman sudah pernah dengar cerita*

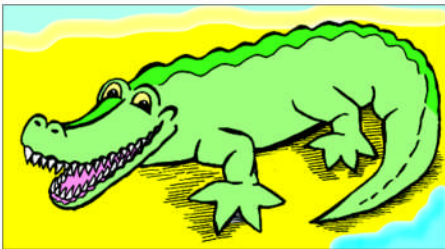
Kancil?”. The questions gathered the children knowledge to the story they were going to listen and giving them chance to tell the story of Mouse Deer they used to listen. While introducing the characters, the teacher drilled the vocabularies used in the story. The following pictures are the pictures of the characters and instructions to do Activity 2.

Activity 2
Listen and Discuss

1. Show the pictures below. Tell the names of the characters.
2. Lead the discussion. Ask the children to retell the stories about the Mouse Deer they used to listen.
3. Copy the flashcards of numbers in the appendix. Drill the numbers and ask the children to repeat saying the numbers after you.



Mouse deer



Mr. Croc

Figure 12: Activity 2 “Listen and Discuss” of the “The Mouse Deer and the Crocodiles” Story

Activity 3 was included in “Activities during the Story” section. The children were asked to listen and act out the story. This activity was aimed at developing children’s kinesthetic skill. At first, the teacher told the story and act out some parts of the story based on the instructions. The instructions were included on the story in the appendix. Then, children followed the teacher acting out the story.

After doing Activity 4 “Listen and Act Out”, the children did the fourth activity. The activity was “Listen and Stick”. This activity was aimed at checking the children’s vocabulary mastery and speaking skills in pronouncing numbers one to twenty. This activity was “Whispering Race” game. The children were asked to work in groups. The class was divided into two groups so there were seven children in each group. They stood up in two lines. The child who stood at the last row listened to the word the teacher whispered. Then, she/he whispered it to his/her friend who stood in front. That activity continued until the child who stood in the first row should pick a flashcard and gave it to the teacher. The flashcards which were used in this activity consisted of the symbols of numbers and words.

Activity 5 was play Magic Matchbox game. The game was aimed at checking the children’s understanding of the vocabulary they had learnt in the story. This activity also gave the children opportunity to practice the language function guided by the teacher. The teacher asked questions to the children about number of crocodiles they had in the paper by using the expression; “How many crocodiles are there?”. The children were asked to answer the questions by saying the number of crocodiles in their papers. When the teacher asked them “How many crocodiles are there?” the children should be able to say “One” or “Thirteen” or “Twenty” based on the number of crocodiles in the cards. The cards are shown as follows.

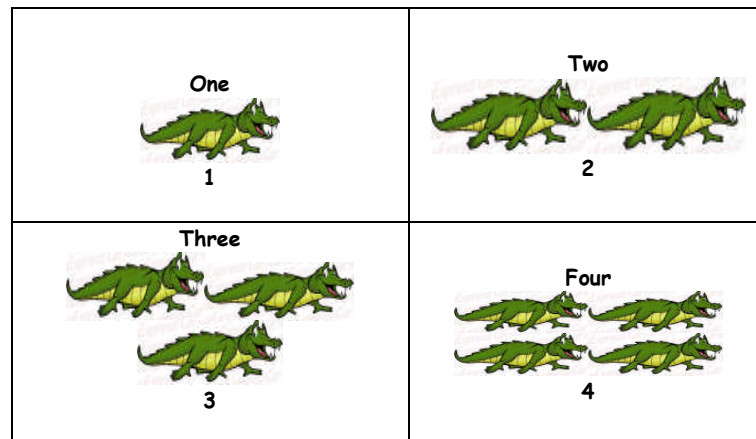


Figure 13: **The Crocodiles Cards in Magic Matchbox Game of “The Mouse Deer and the Crocodiles” Story**

In Activity 6, the children were required to color a picture according to the teacher’s instructions. The children were asked to color a picture which contained a mouse deer and nine crocodiles. The teacher said the instructions using the expressions “Color the mouse deer brown!”, “Color three crocodiles green!”, “Color four crocodiles red!”, and “Color two crocodiles yellow!”. The worksheets of the Activity 6 were included in the appendix.

4. Evaluation and Revision of the First Draft

The developed activities in this study included three stories. The stories were “The Little Indian Boy”, “The Greedy Monkey”, and “The Mouse Deer and the Crocodiles”. In order to know whether the stories and activities were appropriate for the group B children, the first draft of the story-based activities was evaluated and revised. Below are the results of the evaluation and revision of the first draft.

a. The Evaluation

The evaluation of the first draft of the story-based activities had been done by using a questionnaire. The questionnaire consisted of 40 closed-questions in the form of statements. The respondents were asked to put mark on the statements based on their opinions. In addition, there were also three open-questions which required the respondents to write their opinion and suggestion about the developed story-based activities.

The results of the questionnaires were divided into two types of data. The first data were the quantitative data which was taken from the result of the respondents opinions about the developed story-based activities. The second data were the qualitative data which were from the comments and suggestions of the developed story-based activities.

1. The Respondents' Opinion

The quantitative data from the questionnaire were analyzed by using the descriptive statistics. There were four categories of opinions in the scale. They were strongly disagree, disagree, agree, and strongly agree. Those categories then were divided into numbers 1: strongly disagree, 2: disagree, 3: agree, and 4: strongly agree. The mean scores of the respondents' agreement toward the statement in the questionnaire are presented in the table below.

Table 12: The Mean Scores of the Respondents' Responses on the First Draft of Developed Story-based Activities

| No. | Criteria | Statement Numbers | Mean |
|------------|-----------------|---|-------------|
| 1. | Goal | 1, 2, 3, 12, 13. | 3.32 |
| 2. | Input | 4, 14, 15, 16, 17, 18, 28, 29, 33, 34, 35. | 2.93 |
| 3. | Activities | 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24, 25 | 3.10 |
| 4 | Layout | 26, 27, 30, 31, 32, 39, 40 | 2.64 |
| 5 | Instructions | 36, 37, 38 | 2.30 |

The next step in evaluating the data was classifying the mean scores into four categories. They were; Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). There were some components of story-based activities which should be improved. They were the components that are included to poor and fair categories. Below is the explanation of the table above.

a. Goal

Based on the respondents' opinion, the developed story-based activities are relevant to the goals of study. As the curriculum stated, English lesson in kindergartens should make the children able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. It was inferred from the mean score (3.32) which was considered as very good.

b. Input

The table above shows that there were ten components in the contents of the story and the accompanying materials variable as the input. It can be inferred from the mean score of the components *Input* that was 2.93. It was considered good. However, there was a song which did not suit the story. Therefore, the researcher should change the song in the developed activities.

c. Activities

For the other component of activities in each unit, the mean score was 3.10. It was categorized as good. Therefore, there is no revision related to developed story-based activities.

c. Layout

The components of layout consisted of two points. They were typesetting and illustration of the developed story-based activities and its teacher's guide. Both has good mean score (2.64). However, the illustrations which were included in the teacher's guide and the activities were not clear enough. In the revision, the pictures were changed. Some relevant pictures were also added to the illustration in the teacher's guide.

d. Instructions

The mean scores for the variable teacher's guide were considered fair. The mean score of the methodological guidance and suitability for nonnative speaking teacher was 2.60. The scores mean that the teacher's guide of the developed story-based activities did not help the teacher to deliver the stories and activities. The teachers could not make use the instructions to understand the materials they were going to teach. Based on the mean scores, the instructions in the teacher's guide needed to be revised.

2. Respondents' Comments and Suggestions

The respondents' comments and suggestions about the developed story-based activities were collected in the evaluation questionnaire. There were some

comments and suggestions about the weaknesses of the developed story-based activities. The comments and suggestions are explained below.

a. Unit 1

1. In Activity 6 “Listen and Write Numbers”, the children were asked to write numbers one to six in the given spaces based on the pictures in the worksheet and the teacher’s instructions. In order to make it clear, the teacher’s guide should include the answer key of the worksheet.

b. Unit 2

1. In Activity 1 “Listen and Sing”, the children were asked to listen to and sing “One, Two, Three I love My Family” song. The song was originally Indonesian song which was translated into English. The tone and rhyme were not quite proper and interesting. The song should be changed with the more interesting song.
2. In Activity 3 “Listen and Act Out”, the teachers were required to do stop and asking activity. The guideline should be clear, the points which should be asked by the teacher must be written in the teacher’s guide.

c. Unit 3

1. In the Activity 4 “Listen and Stick” in unit, the activity required children to pick a picture according to the teacher instructions and stick it to the wall. The activity should be changed into “Listen and Find”. Instead of sticking the pictures in the wall, the children were given a set of picture and find it. The activity could be done in groups.

2. In Activity 6 “Listen and Color”, the children were required to color pictures of crocodiles and a mouse deer. In order to ease the children in coloring the picture, the picture should be bigger. In addition, the instructions about how to do the activity should be written clearly in the worksheet.

In conclusion, the instructions in the teacher’s guide should be clearer. There should be the Bahasa Indonesia version of the teacher’s guide to complete the aspect of *Suitability for Nonnative Speaking Teacher*. In addition, the illustration in the activities should be clearer; all of the illustration used in the activities should be provided in the teacher’s guide and should make it photocopiable.

b. The Revision

The revision had been done based on the evaluation above. The revision of the developed story-based activities can be seen below.

Table 13: The Revision of the Story-based Activities

| Part | Comments/Suggestions | Action Taken |
|--------|---|---|
| Unit 1 | Activity 6 -The answer key of the activity should be added in the teacher’s guide. | Activity 6 -The answer key had been added to the teacher’s guide. |
| Unit 2 | Activity 1 -The tone and the rhyme of “One, Two, Three I love My Family” song were not interesting. The song was not authentic. Activity 3 -The instructions in the stop and asking activity were not clear. | Activity 1 -The song was changed with “Three Bears” song. The song was presented in a video clip. It is interesting. It has catchy tone and good illustration. Activity 3 -The questions in the stop and asking activity were included in the teacher’s guide. |

| | | |
|---------|---|--|
| Unit 3 | <p>Activity 4</p> <p>- Activity 4 “Listen and Stick” should be changed into “Listen and Find”.</p> <p>Activity 6</p> <p>-The picture in the worksheet was not clear.</p> <p>-The instructions in the worksheet was ambiguous.</p> | <p>Activity 4</p> <p>-The activity had been changed and so did the instructions.</p> <p>Activity 6</p> <p>-The picture had been made bigger.</p> <p>-The instructions were made clearer.</p> |
| General | <p>-The teacher’s guide of story-based activities should be made into Bahasa Indonesia version.</p> <p>-The illustration in the teacher’s guide should be clearer and photocopiable.</p> | <p>-The teacher’s guide was made not only in English but also in Bahasa Indonesia.</p> <p>-The illustrations activities were bigger and completed in the appendices.</p> |

5. Implementation, Evaluation, and Revision of the Second Draft of the Developed Story-based Activities

a. Implementation of the Second Draft of the Story-based Activities

Based on the evaluation and revision of the first draft which had been discussed before, the second draft of the developed activities was made. The second draft was implemented to the class B children of TK Al-Amien Kadisoka. It was implemented from 24 September to 29 October 2012. In the process of implementation, the researcher conducted the lesson as the teacher and she was helped by a teaching assistant. The process of implementation is presented below.

1. Unit 1: “The Little Indian Boy”

The second draft of unit 1 with the story “The Little Indian Boy” was tried out on Monday, 24th September 2012 and Monday, 1 October 2012. There were 14 children in the class. On the first day of the implementation on Monday, 24th

September 2012, the class was started from 10.00. In the implementation, the researcher was helped by a teaching assistant.

The teacher greeted the children by saying Salam and “Good Morning.” Then, she led the children to say the prayer. Then, the children were asked the children to sing “Hi, Good Morning” song. They sang it well since they had been accustomed to use the English in the opening of the English lesson.

After that, the teacher introduced “Ten Little Indian Boys” song. The children could memorize the song’s lyric immediately since they already knew number one to ten English. The class sang the song for four times. Then, in the Activity 2 “Listen and Discuss”, the teacher and the children had discussion about the story in Bahasa Indonesia. The discussion ran well, the teacher asked questions to the children and they did not hesitate to answer it. Then, she continued the discussion by showing the picture of the characters of the story. However, when doing this activity not all children paid attention to the teacher’s explanation. Some of them had chit chat with each other. When the teacher explained about the map, the teacher finally could get the children attention. They listened well to the explanation given by the teacher. They looked at the map in curiosity.



Figure 14: The Children Do Activity 2 “Listen and Discuss”

In the “Activities during Story” stage, the children were asked to act out story with the teacher. At first, the teacher invited a volunteer to act out the story with her. After having finished telling and acting out the story with a girl, the teacher invited all the children to act out the story with her. The children did it well. When they were pretending as the little Indian boy, they were listening to what the teacher said very well. It seemed that some children liked to be involved in the story they kept on insisting to do this activity again.



Figure 15: **The Children and the Teacher Act Out the Story**

The next activities were done in a week later. The teacher reviewed the previous activity by showing the pictures and map from the Activity 1. The teacher retold the story once more. Some children looked interested but the other children looked bored since they had listened to the story before. In this meeting the children and the teacher went to the “Activities after the Story” section. Activity 4 was “Listen and Stick”. The class was divided into two groups. The groups were consisted of seven children. Then, they were given a big sheet of paper and sets of pictures of places where the little Indian goes. When they were sticking pictures, they had to listen according to the teacher’s story. In doing this activity, some children still had problems in identifying the correct places the teacher said.



Figure 16: **The Children do Activity 4 “Listen and Stick”**

The teacher continued to the next activity. It was playing “Guessing Game”. Before playing this game, the teacher modeled the activity and said the names. The children were asked to follow the activities and say the names. The game required the children to guess the names of activities the teachers did by using the language function they learned from the story. They had to use the expressions of *describing activities*. They guessed the correct actions but they did not say them in full sentences. The children’s pronunciation mistake was corrected.

The last activity was Activity 6 “Listen and Write”. The teacher gave simple instructions to do this activity, such as “Number one is I wake up”. To ease the children in putting number on the pictures, when giving the instructions the teacher acted the activities. The result of this activity was quite good, most of the children put right numbers on the right pictures.

2. Unit 2: “The Greedy Monkey”

The second draft of the activities based on “The Greedy Monkey” story was tried out on Monday, 8th October 2012 and Monday, 15th October 2012. There were 12 children in the class in the first meeting. After doing the prayer and singing “Good Morning” song, the researcher started the lesson by playing a

video clip. It was the Activity 1 “Listen and Sing”. The video clip contained “Three Bears” song which was related to the story the children were going to listen. The children were attracted to the illustration of the video clip. They were familiar with the song in a short time.

After playing the video clip three times, the teacher took out a picture of the bear family; there were a father bear, a mother bear, and a little bear. She asked questions which were related to the pictures in Bahasa Indonesia. She asked “*Di gambar ini ada Father Bear, Mother Bear dan Little Bear. Father Bear yang mana ya? Coba raihan tunjuk Father Bear yang mana.*”. Some children already knew the used vocabulary since they learned about it in the previous lessons. She continued to introduce the vocabularies used in the story by showing flashcards by drilling. Some children really focused in the teacher’s explanation but the other was having chit chat so the teaching assistant asked them to stop chit chat.

The teacher acted out the story and used the pictures and flashcards when telling the story. Although some the children looked confused when listening to the story, they were very enthusiastic at the end of the story. They kept on asking the teacher what was going to happen to the monkey at the next scenes. Most of the children were disappointed about the end of the story because the father bear cannot catch the monkey who ran to the wood.

. The teacher told the story again. At the middle of the story, she did stop and asking activity. For example, when she came to the words “The monkey takes the coffee. He drinks it. Then “Yucky” says the monkey. He does not like it. How about you Miss Windi, do you like coffee?”. After giving the model of language

use with the teaching assistant, she asked questions to the children by using the expression of “Do you like...?”. Some children learned fast, they can respond to the questions correctly.

The next activity was making the monkey masks. The teacher prepared monkey masks for all the children. The children were asked to cut, color, put the ribbons, and put it on their face. In doing this activity, the teacher told the children the procedure to make the monkey masks in English and Bahasa Indonesia. Some children were good at coloring and cutting but they needed help in putting the ribbons to the monkey masks. They also needed help to put the mask on their face. After making the monkey masks, the teacher asked a volunteer to go in front of the class and act out the story with her. A boy wanted to do the activity with her. After that, the teacher asked all the children to act out the story with her. They used flashcard as the media to act out the story. The activity ran well, the children were excited to act out the story because they had their masks on.



Figure 17: The Children Color the Monkey Masks

The teacher implemented the rest of activities in the unit 2 on Monday, 15th October 2012. The lesson was started by playing “Three Bears” song. The children did the actions of the song happily. Then, the teacher asked questions

which were related to the story they had listened last week in Bahasa Indonesia. Some children were quite good at memorizing the story since they could explain the story well. The teacher then told the story again. She told the story and at middle of the story she did “Stop and Asking” activities to check their understanding of the story and to drill the language function of *Asking about Likes and Expressing Likes and Dislike*. Then, the teacher continued the lesson by giving the next activity. It was playing “Do you like...?” game. At the first game, the boys group won then the teacher asked them to do the game one more time and then the girls group won.



Figure 18: **The Children Play “Do you like...?” Game**

The next activity was Activity 6 “Listen and draw”. The children were given worksheets which contained the pictures of foods and drinks. From the result of the activity, it can be seen that the children understand the use of expressions of likes and dislike. They drew correct faces in the right pictures.

3. Unit 3: “A Mouse deer and the Crocodiles”

The implementation of the second draft of unit 3 “The Mouse Deer and the Crocodiles” was done on Monday, 22nd October, 2012 and Monday, 29 October 2012. At the first meeting there were 12 children in class. The class was started at

10.00 a.m. and finished at 11 a.m. The teacher invited the children to greet and sing “Good Morning” song. On that day, she used the story of “A Mouse deer and the Crocodiles” in the teaching and learning process.

The teacher started “Activities before the Story” by asking the children to stand in circle. They sang “Make a Big Circle” song. Then, the teacher continued to sing “A Little Teapot” song with the actions. They looked happy when doing the actions of the song. However when they were asked to lift a leg up then counted from one to twenty, some children were confused. They were confused because they knew numbers one to ten but the teacher kept on counting to twenty.

Then, the lesson was continued to Activity 2 “Listen and Discuss”. The teacher showed a picture of a mouse deer. A child shouted “*Rusa! Rusa!*” but the other corrected them by saying “*Bukan, rusa ada tanduknya*”. Before the class became too noisy since some children started shouting aloud, the teacher told the children that the picture was a mouse deer. Using both Bahasa Indonesia and English she told them the characters of the mouse deer. She told that the story they were going to listen was related to the story they listened before. Then, she asked whether they had the same story which had the same characters. During the discussion, a child was eager to tell the teacher about the “Kancil” story she often heard. She raised her hand very often to make the teacher notice her. However, a child said “*Aku bosan*”, so it seemed that they heard the “Kancil” story a lot and memorized the stories well.



Figure 19: The Children and the Teacher Do Activity 2 "Listen and Discuss"

The teacher then began to tell the story. When telling the story, she pretended to be the mouse deer and the assistant pretended as the Mr. Croc. Since there were dialog in the story, it was easier to act out the story with an assistant. After acted out the story, she asked the children whether they liked the story or not. Some children said that they loved the story. They asked the teacher to retell the story. Instead of retelling the story again with the teaching assistant, she asked a child to play with her. They acted out the story very well. Then, all the children were asked to do the same. The acting out activity ran well.

They continued to the next activity. This activity was aimed at checking the children's understanding and giving the children chance to use the vocabulary learnt. It was "Listen and Find" activities. The game was played quite well until all the children got star stickers. That was the last activity at the fifth day of the implementation. The rest activities were done in a week later.



Figure 20: The Cards in Activity 4 “Listen and Find”

It was Monday, 29 October 2012. The lesson was started by greeting and doing prayer. Then, the teacher continued to sing “A Little Teapot” song. The children looked enjoy singing and doing the actions of the song. The teacher then reviewed the lesson from a week before. This activity was aimed at reminding the children about the story. She then took out the pictures of the Mouse Deer and Mr. Croc. She asked the children who they were. A child shouted “*Kancil sama Mr. Croc*”. The teacher replied “Yes, it is Mr. Croc and it is the Mouse Deer.” She then began to tell the story.

After re-told the story to the children, she led the children to play a game. She led the children to play “Magic Matchbox” game. Although there were still some of them who did not memorize the numbers well, they enjoyed playing the game.

The last activity in this unit was Activity 6 “Listen and Color”. The children were given pictures of a mouse deer and crocodiles. The teacher explained them to color based on her instructions. Based on the result of the worksheet, about all

of the children did the activity well. They could follow the instructions given by the teacher.

b. Evaluation of the Second Draft of the Story-based Activities

1. Comment and feedback from the children

After implementing the second draft of the story-based activities, the researcher interviewed the children and distributing the second questionnaire to kindergarten teachers, English teachers and English Education Department students. The interview was aimed at finding the children's opinion about the developed story-based activities. There were twelve children who were interviewed about the second draft of the story-based activities. The data obtained from the interview are presented below.

1. Input

After the three units of story-based activities were implemented, the children were asked in interview about their opinion and suggestion which were related to the stories and activities used in the implementation. Most of them liked the stories. In addition, they also stated that they liked the accompanying materials such as the songs, the pictures, the video clip, and the flashcards. In the interview they also were asked some questions which were related to the details of the input, most of them remembered it well. Based on the result of the interview, the children could learn English through the input given. The interview result can be seen as follows.

| | |
|---------------------------|---|
| R | : <i>Paling suka cerita yang mana? Yang ada crocodiles, monkey atau little Indian boy? (What story do you like most? The one with crocodiles in it, monkey or the little Indian Boy?)</i> |
| C4 | : Crocodile, monkey. <i>Semuanya.</i> (Crocodile, monkey, all of them) |
| R | : All right. |
| C3 | : <i>Aku suka semuanya.</i> (I like all of them too) |
| (Appendix I/interview 12) | |

| | |
|---------------------------|---|
| R | : <i>Kalau ceritanya suka yang mana? The Little Indian Boy, The Greedy Monkey atau The Mouse Deer and the Crocodiles? (What story you like most? The Little Indian Boy, The Greedy Monkey or The mouse deer and the Crocodile?)</i> |
| C8 | : <i>Kalau aku suka cerita monkey.</i> (I like the monkey story) |
| (Appendix I/interview 14) | |

| | |
|---------------------------|---|
| R | : <i>Gimana ceritanya mas Raviv? (How was the story, Mas Raviv?)</i> |
| C1 | : Hmmm. |
| R | : <i>Kancilnya jalan-jalan ya? (The mouse deer took a walk, didn't he?)</i> |
| C1 | : <i>Terus melompatin buaya. (And he jumped on the crocodiles)</i> |
| R | : <i>Oh ya. Ada yang ditipu? Siapa yang ditipu? (Oh ya. Was someone fooled?)</i> |
| C2 | : <i>Ada. (Yes)</i> |
| R | : <i>Kancil atau buaya? (The mouse deer or the crocodiles?)</i> |
| C1 and C2 | : <i>Buaya. (The crocodiles.)</i> |
| R | : <i>Iya. Buaya yang ditipu. Suka ga ceritanya? (Yes, the crocodiles got fooled. Do you like the story?)</i> |
| C1 and C2 | : <i>Suka. (Yes. I do.)</i> |
| R | : <i>Lucu ga? (Is it funny?)</i> |
| C2 | : <i>Lucu. (Yes, it is.)</i> |
| C1 | : <i>Lucu. Tapi kancil ada yang cerita balapan sama siput. (Yes, it is funny. There is another story in which the mouse deer races with a snail.)</i> |
| (Appendix I/interview 11) | |

2. Activities

The children were also asked some questions which were related to the activities. In the interview, the children stated that they liked the activities done in

the class. The activities also improved their language skills included listening, speaking, reading, and writing. It can be concluded that the developed story-based activities help the children in learning English. The interview result can be seen as follows.

| | |
|-----------|--|
| R | : <i>Teman-teman paling suka kegiatan yang mana ya? Yang lari-lari, mewarnai, membuat topeng monyet? Yang mana paling disukai? (Which activity do you like most? Running around, coloring or making monkey masks?)</i> |
| C1 and C2 | : <i>Suka semua. (I like all of them)</i> |
| R | : <i>Paling susah yang mana? (What activity is the most difficult for you?)</i> |
| C1 | : <i>Hmmmm.</i> |

(Appendix I/interview 11)

| | |
|----|--|
| R | : <i>Kalo gamenya suka ga kemaren? Game yang pake board game, ditanyain temennya do you like banana? Jawabnya apa ya? (Do you like the games with a board game? What is the answer for the question do you like banana?)</i> |
| C3 | : <i>Yes.</i> |
| R | : <i>Do you like coffee, Vaya?</i> |
| C4 | : <i>No.</i> |

(Appendix I/interview 12)

| | |
|-----|--|
| R | : <i>Kalau waktu itu paling suka ngapain? mewarnai, menempel, main game? (What activity you like most? Coloring, sticking pictures or playing games?)</i> |
| C10 | : <i>Membuat peta. (Making map)</i> |
| R | : <i>Main pura pura, membuat topeng? (How about acting out the stories or making masks?)</i> |
| C9 | : <i>Suka semuanya. (I like all of them)</i> |
| R | : <i>Emang kemaren ikut maen pura-pura? Raihan kemaren pura-pura jadi apa? (Did you participate in the acting out the story? What was your role in the story?)</i> |
| C9 | : <i>Harimau. (Tiger)</i> |
| C10 | : <i>Singa. (Lion)</i> |

(Appendix I/interview 15)

3. Layout

The revision which was related to the layout had been done in the second draft of the developed story-based activities. Based on the result of the interview with the children, we can conclude that the revised illustration were better than before. Most of the children liked the illustration and said that they were clear enough to be seen by them. The interview result can be seen as follows.

| | |
|---------------------------|--|
| R | : <i>Waktu itu ada aktivitasnya menempel jadi peta. Kiya sama Nuhaa suka gambarnya petanya ga?</i> (There was making map activity. Do you like the pictures in the map?) |
| C9 and C10 | : <i>Suka suka.</i> I like it. (cheerfully) |
| (Appendix I/interview 15) | |

| | |
|---------------------------|--|
| R | : Showing Little Indian Boy picture. <i>Masih ingat ga ini siapa?</i> (Do you remember this character?) |
| C5 | : Indian. |
| R | : Yes. The Little Indian Boy. <i>Kalau yang ini siapa? Keliatan jelas gambarnya?</i> (What about this one? Can you see the picture clearly?) |
| C5 | : Mouse deer. <i>Jelas.</i> (It is clear) |
| R | : What is it? |
| C6 | : Monkey. |
| (Appendix I/interview 13) | |

| | |
|---------------------------|--|
| R | : <i>Apalagi ya ini? Keliatan jelas ga dari tempat Yaya?</i> (What is next? Can you see it clearly, Yaya?) |
| C7 | : Iya. Orange. (Yes, Orange.) |
| R | : What about this one? |
| C7 | : Yuum... |
| R | : Yummy. |
| (Appendix I/interview 14) | |

2. The Result of the Questionnaires for Respondents

a. The Respondents' Opinion

After conducting interview with the children, the third questionnaires were distributed to some respondents to evaluate the second draft of story-based activities. The respondents were kindergarten teachers, elementary school teachers, and students of English Department. The results of the evaluation are presented in the table below.

Table 14: The Mean Scores of the Respondents' Responses on the Second Draft of the Developed Story-based Activities

| No. | Criteria | Statement Numbers | Mean |
|-----|--------------|---|------|
| 1. | Goal | 1, 2, 3, 12, 13. | 3.47 |
| 2. | Input | 4, 14, 15, 16, 17, 18, 28, 29, 33, 34, 35. | 3.40 |
| 3. | Activities | 5, 6, 7, 8, 9, 10, 11, 19, 20, 21, 22, 23, 24, 25 | 3.35 |
| 4 | Layout | 26, 27, 30, 31, 32, 39, 40 | 3.43 |
| 5 | Instructions | 36, 37, 38 | 3.26 |

The table above shows the mean scores of the respondents responses on the second draft of the developed story-based activities which were presented into five components to be considered. The mean scores were ranged from 3.20 to 3.44. The mean scores that were categorized as fair and poor were revised. The categorizations of the mean scores were; Poor (1.00 – 1.75), Fair (1.76 – 2.50), Good (2.51 – 3.25), and Very Good (3.26 – 4.00). The explanation of the table above is shown below.

1. Goal

There were three statements related to the Goal criteria which already fulfilled the very good category. The mean score was 3.47. It means that the developed story-based activities were relevant to the goal, curriculum, and the course grid. So, it needed no revision.

2. Input

The statements about the input given in the developed story-based activities included the aspects of stories, vocabulary, song, video clip, and worksheet. The mean score of the aspect was 3.40. The score revealed that the input helped the children to learn English in the lessons. There was no revision needed in this criterion.

3. Activities

There were fourteen statements in the criterion of activities. They were about the quality of the activities and the variety of the activities. The fourteen statements already fulfilled the good to very good category. The mean score of the criteria of activities was 3.35. This means that the developed activities fitted the children need and needed no revision.

4. Layout

The aspect of the layout in the developed story-based activities was included the aspects of typesetting and the illustration on the teacher's guide. The mean score of the layout aspect was 3.43. Based on the result of the evaluation, the layout of the developed story-based activities needed no revision.

5. Instructions

The instructions in the teacher's guide should be fitted the teachers' need. The instructions should contain appropriate methodological guidance and suit the nonnative speaking teachers. Based on the data of the questionnaire, the mean score instructions aspect was 3.26. It was categorized as good and very good.

b. Respondents' Comments and Suggestions

In the suggestion, the respondents stated that the story-based activities were interesting since it developed based on the children language development. They also contained varied activities that created fun atmosphere to help children to learn English. However, some kindergarten teachers suggested to make the procedure of making media clearer. They feel confused in understanding the procedure of making map and making headbands in the teacher's guide since there was no picture included in the procedures.

3. The Revision

Based on the evaluation of the second draft of the developed story-based activities, the children and the respondents considered the activities as appropriate for them. The activities and the stories were not revised except for the teachers' instructions in the teacher's guide. The results of evaluation of the second draft are presented as follows.

Table15: The Revision of the Second Draft of the Developed Story-based Activities.

| No. | Criteria | Feedback | Revision |
|------------|-----------------|--|---|
| 1. | Goal | The story-based activities has suited the goal of the curriculum, the language skills, and the course grid | Needed no revision |
| 2. | Input | The stories, vocabulary, songs, video clip, media, and worksheets helped the children to learn | Needed no revision |
| 3. | Activities | The activities fitted the children needs. | Needed no revision |
| 4 | Layout | The layout was clear enough and interesting. | Needed no revision |
| 5 | Instructions | The procedure of making the media should be provided. | Put pictures in the procedure for making the media. |

B. Discussion

The discussion of the research finding answers the second question in the formulation of the problems. The question is about the characteristics of the appropriate story-based activities for class B children of TK Al-Amien Kadisoka. Moreover, the discussion is related to the children's interview result and the teacher's responses to the questionnaire. The interview with the children was done after the teacher implementing the second draft of the story-based activities. In the interview, the children were asked about their comments and feedbacks about the developed activities. The appropriateness of the developed story-based activities was supported by the result of the respondents' responses in the distributed questionnaires. There were five aspects were included in the questionnaires. They were goal, input, activities, layout, and instructions. The data result of the

evaluation questionnaires revealed that the developed story-based activities are appropriate to be used since the mean scores of each aspect ranged from 3.26 to 3.47. Based on the interview result and the questionnaire, the researcher concludes some characteristics of the appropriate story-based activities for kindergarten children. The story-based activities are appropriate if they have the following characteristics.

1. Goal

The goals of the English teaching and learning process in the kindergarten are to make children able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. The story-based activities were made based on the kindergartens curriculum (*Pedoman Pengembangan Silabus di Taman Kanak-kanak 2005*). In the curriculum, the activities done in the class should develop children's competences. The competences are the language competence, the cognitive intelligence, the gross motor/physical intelligence, and the art intelligence.

In the aspect of language competence, the children are required to communicate by using simple language, pronounce vocabulary, and know the language symbols. Based on the result of data collection, the developed activities have been achieved the goals of the language competence aspect. It is shown in the result of the second evaluation questionnaire. Furthermore, the developed activities not only focus on developing listening skills but also the speaking, reading, and writing skills. Since the developed activities are various, they do not only focus on listening activity but they also provide activities which focus on the

integrated skills. Speaking and reading activities were done through the games. The writing activities were provided in the worksheet.

Moreover, the cognitive intelligence, the gross motor/physical intelligence, and the art intelligence were included in the activities. The competences were developed through the games. In addition, the art competence was developed in the “Listen and Draw” activities and “Listen and Color” activities. Both activities require children to work with their sense of art. In conclusion, the developed story-based activities were relevant to the current kindergarten curriculum in Indonesia.

2. Input

The language input in the developed story-based activities was in the form of stories, songs, video clip, pictures, and worksheets. In each unit of developed story-based activities, the input was given in the activities. The stories included the topics that the children like most. To engage the children to listen to the stories, the stories which are relevant to the children’s interests should be selected. The stories are amusing and memorable. Furthermore, they also project the moral values and attitudes. In the aspect of linguistics, the stories are accessible for the children. The language use in the stories is in the appropriate level to make it comprehensible for the children.

In the aspects of songs and video clip which are used in the developed story-based activities, they support children’s understanding and maximize their interaction with the story. The songs contain good rhymes. The video clip is attractive and colorful. The songs and the video clip developed children’s positive

attitudes towards English, raise the children's curiosity and gather their attention to the lesson.

Moreover, the pictures and the worksheets in the developed story-based activities support the children's understanding. They are appropriate to the children's age, attractive and colorful. Since the pictures are used as the media to deliver the stories, they should be handy and easy to be used. The worksheets also contain clear instructions for the children.

3. Activities

The activities were developed based on the stories. Each unit consisted of six activities that contained four skills of English. Those were developed based on the Text-based Approach. Then, the activities were presented in the "Activities before the Story", "Activities during the Story", and "Activities after the Story". The activities were organized according to the levels of difficulties (from easy to difficult) to provide a positive learning experience. Then, they accommodate the individual and group work. It is important to provide opportunities for children to work together as it will help them to explore, share emotions, and develop their self esteem. Since children can easily get bored, it is important to make the activities various and interesting. In addition, by providing various activities, the different learning styles and different intelligences are accommodated.

4. Layout

The use of the pictures, the flashcards, the game board and the map as the media is related to the children's visual literacy. The pictures are big enough to be seen by the class. They are also suitable to the topics of the stories so the children

can link the children imagination and the characters in the stories. The illustrations in the flashcard are completed with the texts to support children understanding. Moreover, the illustrations in the teacher's guide are big enough to be seen. They are completed with the descriptions so they will be easily used. The typesetting in the teacher's guide is appropriate. Then, the illustration of the game board and the map are clear enough to be seen.

5. Instructions

This aspect is related to the content of the teacher's guide of the developed story-based activities. The teacher's guide is provided to ease other teachers to conduct the English lesson by using the developed story-based activities. The instructions in the teacher's guide contain clear and meaningful methodological guidance since it provides clear steps in each activity. The answer keys of the worksheets are provided in the teacher's guide. The teacher's guide contains the procedures to do the games and make the media. At last, the instructions in the teacher's guide are suitable for nonnative speaking teachers since they were written in English and Bahasa Indonesia.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

This chapter presents three main parts. They are conclusions, implications, and suggestions. They presented as follows.

A. Conclusions

This research was aimed at developing the story-based activities for the class B children of TK Al-Amien Kadisoka. Based on the discussion in the previous chapters, there are two main parts of the research findings. They are presented as follows.

1. The Design of the Developed Story-based Activities

The following explanation is related to the question in the formulation of the problem in the first chapter. The question is about how the story-based activities for class B children of TK Al-Amien Kadisoka look like. The developed story-based activities consist of three sets of stories and activities. They are presented in three units. There are six activities and a story in every unit of the product. The activities in each unit were developed based on the topics and stories. The topics were taken from the themes in the curriculum. The developed activities were presented into three stages. They are “Activities before the Story”, “Activities during the Story”, and “Activities after the Story”. To ease the teachers to use the sets of story-based activities in their classrooms, the steps and stages were written in the teacher’s guide. In addition, the teacher’s guide consists of the stories, the activities, the worksheets, the answers keys, and the instructional media.

2. The Characteristics of the Developed Story-based Activities

The story-based activities for the class B children of TK Al-Amien Kadisoka are appropriate to be used in the English teaching and learning process in kindergartens. The characteristic of appropriate story-based activities include:

1. Input Aspect

- a. The stories should be relevant to the theme based on the kindergarten's curriculum.
- b. The stories should include the topics that the children like most, which are about animals.
- c. The vocabulary used in the stories should suit the children's competencies.
- d. The songs should relate to the topics to the stories.
- e. The video clip should be interesting.
- f. The worksheets should be colorful.
- g. The worksheets should contain the clear instructions.
- h. The media should be easy to be used.
- i. The media should motivate children to learn.

2. The Activities Aspect

- a. The activities should suit the children competency.
- b. The activities should be organized according to the levels of difficulties (from easy to difficult)
- c. The activities should accommodate the individual, in pair, and group work.
- d. The activities should cover the listening, speaking, reading and speaking skills.
- e. The activities should be various and interesting.

- f. The games should match the topic of the units.
- g. The games should motivate the children to learn.

3. Teacher's Guide Aspect

- a. The instructions in the teachers' guide should be meaningful.
- b. The answer keys of the worksheets should be provided in the teacher's guide.
- c. The teacher's guide should contain the procedures to do the games and make the media.

B. Implications

There are two implications of this study. The first implication is that the developed story-based activities can be used not only for the English extracurricular program in the kindergartens but also for the English lesson in the higher level of education. The story and the activities are suitable for the elementary school classes. The second is that the developed story-based activities could be used not only in the English classes in kindergartens but also in the regular classes. The story-based activities and the instructional media which were developed in this study are appropriate for the kindergartens teachers who do not teach English or learn English in a specific purpose.

C. Suggestions

There are some suggestions related to the findings of this research. The suggestions are presented below.

1. Suggestion to the English teachers

The English teachers especially the ones who teach English as extracurricular program in kindergartens must be creative in conducting the

teaching and learning process. The English lesson should be relevant to the kindergarten curriculum goal so the children will learn well. Furthermore, the English lesson should accommodate the very young learners' needs and characteristics so the learning objectives can be achieved.

2. Suggestion to the Students of English Education Department

The students of English Education Department are expected to become more creative in developing teaching and learning activities. It is the teacher's duty to create interesting and motivating activities to be done in the classes especially in young learners' classes. The good experience in learning English at the early levels will contribute to the good attitude towards English later.

3. Suggestion to the English Course Designers or Material Developers

The course designers and material developers are expected to create activities which are in line with the curriculum and the children's needs. The materials and activities which are not friendly to children will not meet the effectiveness in the teaching and learning process.

4. Suggestion to the Other Researchers

The other researchers are expected to conduct evaluation by trying out the developed story-based activities. The try out is aimed at finding out whether or not the developed activities are suitable for the children. The result of the evaluation can be used to revise the developed story-based activities.

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Appendices

Appendix A

Research Instruments

Children's Interview Guideline (Needs Analysis)

1. Apa kamu suka pelajaran Bahasa Inggris di sekolah?
2. Kegiatan apa yang kamu suka saat pelajaran Bahasa Inggris?
3. Kalau di sekolah pernah ga dibacakan cerita sama ibu guru? Cerita apa?
4. Kalau di rumah pernah dibacakan cerita ga sama papa atau mama? Cerita apa?
5. Suka cerita tentang apa?
6. Kalau ceritanya sambil diperagakan atau pakai gambar suka ga?
7. Kalau pas pelajaran bahasa Inggris ngapain?

**Open-ended Questionnaire for the Teachers of TK Al-Amien Kadisoka
(Needs Analysis)**

Angket ini dibuat untuk mendapatkan informasi yang terkait dengan proses belajar-mengajar di kelas B3 dan B4 di TK Al-Amien Kadisoka. Jangan ragu bertanya kepada pemberi angket apabila anda merasa kurang jelas dalam memahami pertanyaan. Terimakasih atas kesediaan ibu untuk mengisi angket ini.

Tulislah jawaban dalam tempat yang telah disediakan

1. Cerita apa saja yang biasanya ibu bacakan untuk siswa pada saat proses belajar mengajar?

.....

.....

2. Bagaimana respon dari siswa saat ibu membacakan cerita?

.....

.....

3. Apa saja aktivitas yang ibu lakukan sebelum-saat-setelah membacakan

.....

.....

4. Apa saja aktivitas yg dilakukan siswa saat sebelum-saat-setelah dibacakan cerita?

.....

.....

5. Menurut ibu jenis cerita apa yang disukai siswa?

.....

.....

6. Apa saja aktivitas yg dilakukan siswa saat sebelum-saat-setelah dibacakan cerita?

- a. Melakukan permainan
- b. Menyanyikan lagu yang berkaitan dengan cerita
- c. Menggambar
- d. Mewarnai
- e. Menirukan gerakan yang ada dalam cerita

7. Media apa yang biasa ibu gunakan saat membacakan cerita?

- a. Boneka tangan
- b. Gambar
- c. Media audio

8. Menurut ibu jenis cerita apa yang disukai siswa?

- a. Cerita tentang binatang (fable)
- b. Dongeng
- c. Cerita legenda (folklore)
- d. Cerita nabi-nabi

Yth. Bapak/Ibu Wali Murid

Di tempat

Assalamu'alaikum warahmatullahi wabarakatuh

Saya adalah mahasiswi jurusan Pendidikan Bahasa Inggris Universitas Negeri Yogyakarta. Saat ini saya sedang melaksanakan penelitian dengan judul “Developing Story-based Activities for Class B Children of TK Al-Amien Kadisoka Yogyakarta”. Penelitian ini bertujuan untuk merancang pembelajaran Bahasa Inggris untuk TK.

Oleh karena itu, saya mengharap kesediaan ibu/bapak untuk menjawab beberapa pertanyaan yang berkaitan dengan kebiasaan yang dilakukan siswa dan orang tua di rumah. Dengan mengisi angket ini, ibu/bapak telah membantu saya dalam menganalisa kebutuhan siswa yang perlu saya ketahui sebelum merancang materi yang sesuai kebutuhan mereka. Petunjuk pengisian sesuai dengan contoh terlampir. Jawaban yang anda buat dalam angket ini tidak akan mempengaruhi nilai ekstrakurikuler Bahasa Inggris anak di sekolah. Atas kesediannya mengisi angket ini, saya mengucapkan terimakasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

Peneliti

Kurnia Wulandari

Nama Orangtua :.....

Nama Anak :.....

Cara memilih jawaban

Berilah tanda cek (√) pada jawaban yang sesuai dengan kebiasaan anda dan anak anda.

Sebagai contoh, pernyataan dibawah digunakan untuk mengetahui tentang kebiasaan ibu/bapak memeriksa apa saja yang sudah dipelajari anak di sekolah. Apabila anda melakukan kegiatan tersebut, berilah tanda (√) pada kolom **Ya**. Apabila anda tidak pernah melakukannya berilah tanda (√) pada kolom **Tidak**.

Contoh:

| No | Pertanyaan | Ya | Tidak |
|----|--|----|-------|
| 1. | Ibu/bapak memeriksa kembali apa yang anak pelajari di sekolah. | √ | |

Jangan ragu bertanya kepada pemberi angket apabila anda merasa kurang jelas dalam memahami pertanyaan. Terimakasih atas kesediaan ibu untuk mengisi angket ini.

Isilah jawaban anda pada kolom dibawah ini.

| No | Pertanyaan | Ya | Tidak |
|----|---|----|-------|
| 1. | Ibu/bapak membantu anak untuk menguasai materi sekolah. | | |
| 2. | Ibu/bapak memeriksa apa yang anak pelajari di sekolah. | | |
| 3. | Ibu/bapak memeriksa apa yang anak pelajari dalam ekstra Bahasa Inggris. | | |
| 4. | Ibu/bapak membantu anak dalam menguasai materi Bahasa Inggris yang diajarkan. | | |
| 5. | Ibu/bapak membantu anak dalam mengucapkan kata-kata dalam Bahasa Inggris. | | |

| | | | |
|-----|--|--|--|
| 6. | Ibu/bapak membantu anak dalam menghafal kata-kata dalam Bahasa Inggris. | | |
| 7. | Ibu/bapak membantu anak dalam membaca/mengenali kata-kata dalam Bahasa Inggris. | | |
| 8. | Ibu/bapak membacakan cerita kepada anak. | | |
| 9. | Ibu/bapak merasa cerita efektif untuk perkembangan bahasa anak. | | |
| 10. | Ibu/bapak merasa cerita efektif untuk mengajarkan moral dan nilai kehidupan kepada anak. | | |
| 11. | Ibu/bapak merasa anak bersemangat saat dibacakan cerita. | | |
| 12. | Ibu/bapak merasa anak bersemangat saat dibacakan cerita daripada kegiatan lain. | | |
| 13. | Ibu/bapak membacakan cerita kepada anak setiap sebelum tidur. | | |
| 14. | Ibu/bapak membacakan cerita kepada anak saat mereka ingin mendengarkan saja. | | |
| 15. | Ibu/bapak memilih cerita untuk anak. | | |
| 16. | Ibu/bapak membiarkan anak yang memilih cerita yang akan dibacakan. | | |
| 17. | Ibu/bapak memeriksa kembali pemahaman anak tentang cerita yang anda bacakan. | | |
| 18. | Ibu/bapak merasa anak dapat memahami alur cerita yang anda bacakan. | | |
| 19. | Ibu/bapak merasa anak dapat memahami kata-kata yang digunakan dalam cerita. | | |
| 20. | Ibu/bapak merasa perlu membaca cerita berulang-ulang. | | |
| 21. | Ibu/bapak menggunakan buku cerita. | | |

| | | | |
|-----|---|--|--|
| 22. | Ibu/bapak memilih menggunakan buku cerita bergambar. | | |
| 23. | Ibu/bapak memilih menggunakan buku cerita tanpa gambar. | | |
| 24. | Ibu/bapak menggunakan cerita untuk kemampuan bahasa anak. | | |
| 25. | Ibu/bapak menggunakan cerita untuk mengajarkan nilai moral kepada anak. | | |
| 26. | Ibu/bapak menggunakan cerita yang sudah ada. | | |
| 27. | Ibu/bapak mengimprovisasi cerita yang ada. | | |
| 28. | Ibu/bapak merasa anak tertarik saat dibacakan cerita dongeng. | | |
| 29. | Ibu/bapak merasa anak tertarik saat dibacakan cerita cerita fable. | | |
| 30. | Ibu/bapak merasa anak tertarik saat dibacakan cerita cerita legenda. | | |

~Terimakasih~

Children's Interview Guideline (Evaluation)

1. Apakah kamu masih ingat cerita apa saja yang kemarin dibacakan?
2. Apakah kamu suka cerita tersebut?
3. Apakah kamu suka gambar ini? Apakah gambarnya terlihat jelas dari tempatmu?
4. Apakah kamu suka lagu yang ada dalam cerita?
5. Apakah kamu permainan yang kemarin dilakukan?

ANGKET EVALUASI KEGIATAN DALAM BERCERITA UNTUK RESPONDEN

Kuesioner ini dibuat untuk mendapatkan informasi tentang kelayakan materi yang disusun untuk meningkatkan kualitas aktivitas pembelajaran Bahasa Inggris. Anda sebagai responden dari penelitian ini diharapkan memberikan masukan terhadap materi yang telah disusun.

Identitas Responden

Nama :
 Jenis Kelamin : *Laki-laki/Perempuan
 Pendidikan : *D3/S1/S2/S3/Lain-lain
 Pengalaman Mengajar : ... tahun

*Lingkari pilihan anda

Pilihlah salah satu pilihan dengan memberi **tanda centang (√)** sesuai dengan pengelompokan bobot sebagai berikut;

- 1** berarti **Sangat Tidak Setuju**
- 2** berarti **Tidak Setuju**
- 3** berarti **Setuju**
- 4** berarti **Sangat Setuju**

| No | Pernyataan | 1 | 2 | 3 | 4 |
|----|--|---|---|---|---|
| 1. | Topik di setiap unit sesuai dengan lingkup pembelajaran siswa TK kelas B. | | | | |
| 2. | Fungsi bahasa dan ungkapan-ungkapan yang ada berhubungan dengan kegiatan anak sehari-hari. | | | | |
| 3. | Struktur bahasa yang digunakan sesuai dengan kemampuan berbahasa anak. | | | | |
| 4. | Cerita yang dipakai memiliki pesan moral yang baik untuk anak. | | | | |
| 5. | Aktivitas yang dipilih sesuai dengan kemampuan berbahasa anak. | | | | |
| 6. | Aktivitas yang dipilih sesuai dengan kemampuan kognitif anak. | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 7. | Aktivitas yang dipilih sesuai dengan kemampuan fisik/motorik anak. | | | | |
| 8. | Aktivitas yang dipilih sesuai dengan kemampuan seni anak. | | | | |
| 9. | Aktivitas yang dipilih bervariasi. | | | | |
| 10. | Aktivitas yang dipilih sesuai dengan topik. | | | | |
| 11. | Aktivitas yang dipilih disusun dari level yang mudah ke yang lebih sulit. | | | | |
| 12. | Aktivitas yang dipilih mencakup kegiatan secara individu, berpasangan dan berkelompok. | | | | |
| 13. | Aktivitas yang dipilih mencakup “Four Language Skills” (listening, speaking, reading, writing) | | | | |
| 14. | Lagu-lagu yang digunakan sesuai dengan cerita. | | | | |
| 15. | Lagu-lagu yang digunakan sesuai dengan kemampuan bahasa anak. | | | | |
| 16. | Lagu-lagu yang digunakan mudah dikuasai guru. | | | | |
| 17. | Lagu-lagu yang digunakan bervariasi. | | | | |
| 18. | Lagu-lagu yang digunakan menarik. | | | | |
| 19. | Game yang digunakan sesuai dengan topik. | | | | |
| 20. | Game yang digunakan mudah dilakukan. | | | | |
| 21. | Game yang digunakan sesuai dengan kemampuan bahasa anak. | | | | |
| 22. | Game yang digunakan sesuai dengan kemampuan motorik anak. | | | | |
| 23. | Game yang digunakan sesuai dengan kemampuan kognitif anak. | | | | |
| 24. | Game yang digunakan menarik. | | | | |
| 25. | Game yang digunakan bervariasi. | | | | |
| 26. | Flashcards yang digunakan sesuai dengan kebutuhan dalam bercerita. | | | | |
| 27. | Flashcards yang tersedia mudah digunakan. | | | | |
| 28. | Video yang tersedia menarik. | | | | |
| 29. | Video yang tersedia sesuai dengan topik. | | | | |
| 30. | Gambar-gambar yang digunakan sebagai media menarik | | | | |
| 31. | Gambar-gambar yang digunakan sebagai media sesuai topik | | | | |
| 32. | Gambar-gambar yang digunakan sebagai media jelas. | | | | |
| 33. | Worksheet yang digunakan sesuai dengan topik. | | | | |
| 34. | Worksheet yang digunakan mudah dipahami. | | | | |
| 35. | Worksheet yang digunakan menarik. | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 36. | Instruksi yang terdapat dalam panduan guru mudah dipahami. | | | | |
| 37. | Instruksi yang terdapat dalam panduan guru mudah dilakukan. | | | | |
| 38. | Instruksi yang terdapat dalam panduan guru sesuai dengan kebutuhan guru. | | | | |
| 39. | Gambar-gambar yang terdapat dalam panduan guru jelas. | | | | |
| 40. | Tulisan dalam panduan guru mudah dibaca | | | | |

Jawablah pertanyaan-pertanyaan berikut ini.

41. Bagaimana pendapat bapak/ibu tentang aktivitas yang saya kembangkan?

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42. Menurut bapak/ibu apa kekurangan dari aktivitas yang saya kembangkan?

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43. Apa saran bapak/ibu untuk memperbaiki kekurangan pada aktivitas yang saya kembangkan?

.....

.....

.....

.....

.....

Appendix B

Data of the Children and
Respondents

Data of the Class B Children of TK Al-Amien Kadisoka

| No. | Name |
|------------|-------------|
| 1. | Irgi |
| 2. | Kiya |
| 3. | Vania |
| 4. | Elang |
| 5. | Fathaa |
| 6. | Alma |
| 7. | Nuhaa |
| 8. | Raihan |
| 9. | Yaya |
| 10. | Icha |
| 11. | Dila |
| 12. | Vaya |
| 13. | Rafif |
| 14. | Hanfay |

Data of the Respondents on the Evaluation of the First Draft of Stories-based

Activities for Class B Children of TK Al-Amien Kadisoka

| No | Name | Education |
|-----------|--------------------------|--|
| 1. | Tutik Lestari, S.Pd. Aud | S1 degree. Teacher in TK ABA Kadisoka |
| 2. | Retna Susilawati | D2 degree of Yogyakarta State University. Teacher in TK ABA Kadisoka |
| 3. | Refrilia Ulfah, S.Pd | S1 degree of Yogyakarta State University. English teacher in kindergaten. |
| 4. | Valeria Westri A.P, S.Pd | S1 degree of Yogyakarta State University. English teacher in SD Kanisius Wates. |
| 5. | Ika Nur R, S.Pd | S1 degree of Yogyakarta State University. English teacher in SD Al-Azhar Yogyakarta |
| 6. | Windi Arini | Student of English Education Department. |
| 7. | Andika Trisurini | Student of English Education Department |
| 8. | Raisa Adiyana | Student of English Education Department |
| 9. | Brian Harniasti | Student of English Education Department |
| 10. | Esti Ermawati | Student of English Education Department |

**Data of the Respondents on the Evaluation of the Second Draft of Stories-
based Activities for Class B Children of TK Al-Amien Kadisoka**

| No | Name | Education |
|-----------|--------------------------|--|
| 1. | Tutik Lestari, S.Pd. Aud | S1 degree. Teacher in TK ABA Kadisoka |
| 2. | Retna Susilawati | D2 degree of Yogyakarta State University. Teacher in TK ABA Kadisoka |
| 3. | Refrilia Ulfah, S.Pd | S1 degree of Yogyakarta State University. English teacher in kindergaten. |
| 4. | Valeria Westri A.P, S.Pd | S1 degree of Yogyakarta State University. English teacher in SD Kanisius Wates. |
| 5. | Ika Nur R, S.Pd | S1 degree of Yogyakarta State University. English teacher in SD Al-Azhar Yogyakarta |
| 6. | Erna Sulistyani | Student of English Education Department. English teacher in SD N Gebangan. |
| 7. | Windi Arini | Student of English Education Department. |
| 8. | Raisa Adiyana | Student of English Education Department |
| 9. | Brian Harniasti | Student of English Education Department |
| 10. | Amanda Widyati | Student of English Education Department |

Appendix C

The Course Grid

**DEVELOPING STORY-BASED ACTIVITIES FOR
THE CLASS B CHILDREN OF TK AL-AMIEN KADISOKA YOGYAKARTA**

| UNIT | THEME | SUB-THEME | TOPIC | GOAL | INDICATORS | LANGUAGE FUNCTION | EXPRESSIONS | VOCABULARIES | ACTIVITIES | MEDIA |
|------|--------|------------------|-----------------------|--|--|------------------------|--|--|--|-------------------------------|
| 1 | Myself | Daily Activities | The Little Indian Boy | Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. | <ul style="list-style-type: none"> - The children are able to stick the pictures of the places in the story correctly. - The children are able to act out the activities in the story. - The children are able to say the expressions of describing the activities. - The children are able to write numbers in the pictures of the activities.. | Describing activities. | I wake up. I get out of the bed. I take a bath. I brush my teeth. I get dressed. I have breakfast. I go to play. | Daily Activities: Wake up, Get out of bed, Take a bath, Brush teeth, Get dressed, Have breakfast, Go to play. Places: a house, a garden path, a twisty road, dark wood, tall grass, wet mud, a deep river, a steep hill, and a dark cave. | - Before the Story 1. Sing “Ten Little Indian Boys” song. 2. Listen and discuss about the story. - During the Story 1. Read or tell the story and act out the parts. 2. Listen and act out with whole class. 2. Listen and stick - After the Story 1. Play Guessing Game. 2. Listen and write. | Pictures, Indian’s Headbands. |

| | | | | | | | | | | |
|----|----------|------------------|-------------------|--|--|--|---|--|---|--|
| 2. | My Needs | Foods and Drinks | The Greedy Monkey | Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. | <ul style="list-style-type: none"> - The children are able to mention the names of foods and drinks in the story. - The children are able to act out the activities in the story. - The children are able to use the language function to express likes and dislikes. - The children are able to draw smiling and frowning face based in the teacher instructions. | Asking about likes. Expressing likes and dislikes. | <p>A: Do you like bread? B: Yes, I do./ No, I don't.</p> <ul style="list-style-type: none"> - I like it. - I don't like it. - It's yummy. - It's yucky. | <p>Family: -Father, Mother, baby (little).</p> <p>Fruits: -Apple, orange, banana.</p> <p>Foods: - bread, noodles, fried chicken,</p> <p>Drinks: -Milk, Juice, Coffee .</p> | <p>-Before the Story 1. Sing "Three Bears" song. 2. Listen and discuss about the story. 3. Make monkey masks.</p> <p>- During the Story 1. Read or tell the story and act out the parts. 2. Listen and act out the story.</p> <p>- After the Story 1. Play "Do you like...?" game. 2. Listen and draw faces in the worksheets. .</p> | Pictures, Flashcard, monkey masks, Board game. |
|----|----------|------------------|-------------------|--|--|--|---|--|---|--|

| | | | | | | | | | | |
|----|---------|-------------------|-----------------------------------|--|--|----------------|---|--|---|-----------------------|
| 3. | Animals | Count the animals | The Mouse Deer and the Crocodiles | Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. | <ul style="list-style-type: none"> - The children are able to retell the stories about the Mouse Deer. - The children are able act out the story. - The children are able to respond to question of “How many animals are there?” - The children are able to say number 1 to 20. | Asking number. | T:” How many crocodile are in the river?” C: “Six crocodiles.” | -Animals: Mouse Deer, Crocodile. -Number: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty. | -Before the Story 1. Sing “A Little Teapot” song. 2. Listen and discuss about the story. - During the Story 1. Read or tell the story and act out the parts. 2. Listen and act out with the whole class. - After the Story 1. Listen and find the numbers. 2. Play magic matchbox game. 3. Listen and color the pictures. | Pictures, Flashcards. |
|----|---------|-------------------|-----------------------------------|--|--|----------------|---|--|---|-----------------------|

Appendix D

Lesson Plans

LESSON PLAN

| | |
|-----------------|--|
| Kindergarten | : TK Al-Amien Kadisoka |
| Subject | : English |
| Grade/Semester | : TK B/I |
| Time Allocation | : 120 minutes |
| Topic | : The Little Indian Boy |
| Theme | : Myself |
| Sub-theme | : Daily Activities |
| Goal | : Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. |

Indicators:

1. The children are able to stick the pictures of the places in the story.
2. The children are able to act out the activities in the story.
3. The children are able to say the expressions of describing the activities.
4. The children are able to write numbers in the pictures of the activities.

Method : TPR (Total Physical Response)

Approach : Text-Based Approach (BKOF, MOT, JCOT, ICOT)

1. Teaching Material:

a. Song

“Ten Little Indian Boy”

One little, two little, three little Indians

Four little, five little, six little Indians

Seven little, eight little, nine little Indians

Ten little Indian boys

b. Story

The Little Indian Boy

| Story | Instructions |
|---|--|
| <p>The little Indian boy wakes up. He gets out of bed. He takes a bath. He brushes his teeth He gets dressed. He has his breakfast. He says to his mother ‘Oooooooooo! I am going to play’.</p> | <p><i>Open the eyes and yawn.</i> <i>Step out and stretch.</i> <i>Touch the body and hold a shower.</i> <i>Move the hand around the mouth.</i> <i>Put on a shirt.</i> <i>Eat and drink.</i></p> |
| <p>He walks down the garden path, walk, whistle, walk, whistle, walk, and whistle.</p> | <p><i>Walk and whistle.</i></p> |
| <p>He opens the green gate. Click!.</p> | <p><i>Open the gate, go through it, and close it.</i></p> |
| <p>There’s a twisty road. He walks down the twisty road, walk, whistle, walk, whistle, walk, and whistle.</p> | <p><i>Point.</i> <i>Walk and whistle.</i></p> |
| <p>There’s a dark wood. He goes into the dark wood, quietly, Sh! Sh! Sh! Sh!.</p> | <p><i>Point.</i> <i>Point a finger on lips, move your head to each side.</i></p> |
| <p>He walks through the dark wood, Tip, toe, tip, and toe.</p> | <p><i>Walk on tip toe while swinging the body.</i></p> |
| <p>There’s some tall grass. He walks through grass, swish, swish, swish, swish, and swish.</p> | <p><i>Point.</i> <i>Part the tall grass with your hands.</i></p> |
| <p>There’s some wet mud. He walks through the wet mud, suck, squelch, suck, squelch, suck, squelch.</p> | <p><i>Point.</i> <i>Lift the feet as if pulling them up out of sticky mud.</i></p> |

| | |
|---|----------------------------------|
| run, run, run, run, run, run. | <i>Run.</i> |
| Open the gate, close the gate, click! | <i>Open and close the gate.</i> |
| Up the garden path, run, run, run, run, and run. | <i>Make a running action.</i> |
| Open the door, close the door, bang! | <i>Open and close the door.</i> |
| ‘Oooooooooooooo! I am tired. | <i>Sit down behind the door.</i> |

c. Expression

- ✓ I wake up.
- ✓ I get out of the bed.
- ✓ I take a bath.
- ✓ I brush my teeth.
- ✓ I get dressed.
- ✓ I have breakfast.
- ✓ I go to play.

d. Vocabulary

Verbs: Wake up, Get dressed, Have breakfast, Go to play, Open, Close, Walk, Swim, Steep, Climb, Run

Nouns: a house, a garden path, a twisty road, dark wood, tall grass, wet mud, a deep river, a steep hill, and a dark cave.

2. Procedure

| | | | |
|------------------------------------|--|--|-----|
| Activities before the Story | - Greeting - Checking attendance - Prayers | The teacher and children sing <i>Good Morning</i> song. | 15' |
| | BKOF (Building Knowledge of the | 1. The teacher sings “Ten Little Indian Boys” song. 2. The teacher asks the children to | 20' |

| | | | |
|------------------------------------|--|---|-----|
| | Field) | <p>sing along the song.</p> <ol style="list-style-type: none"> The teacher leads the discussion about the topic. The teacher introduces the little Indian boy character by showing the picture. The teacher shows the little Indian boy's map. The teacher introduces the new words on the story and tells what they are about. | |
| Activities during the Story | MOT (Modeling of the Text) | <ol style="list-style-type: none"> The teacher tells while showing the pictures and acting out the parts. The teacher asks questions related to the story to check the children understanding. | 25' |
| | JCOT (Joint Construction of the Text) | <ol style="list-style-type: none"> The teacher acts out the story with a child. The teacher gives the Indian's headbands to all the children. The teacher and the all children act out the story. | 20' |
| Activities after the Story | ICOT (Independent Construction of the Text) | <ol style="list-style-type: none"> The teacher divides the children into two groups. The children work in groups to stick pictures of places in the map. The teacher checks the maps and drills the names of the places. The teacher models activities in the | 25' |

| | | | |
|--|---|--|-----|
| | | <p>story while drilling the expressions of describing activities.</p> <p>5. The teacher act out some activities.</p> <p>6. The children guess what activities the teacher is doing.</p> <p>7. The children write numbers into the activity pictures based on the teacher's instructions.</p> | |
| | <p>Summarizing</p> <p>Prayers</p> <p>Leave taking</p> | <p>1. The teacher asks 'What have you learnt?'</p> <p>2. The teacher and the children sing "Ten Little Indian Boys" song.</p> <p>3. The children sing '<i>Good Bye</i>' song</p> | 15' |

3. Sources:

- Storytelling with Children, Andrew Wright, Oxford University Press.
- Games for Children, Gordon Lewis and Gunther Bedson, Oxford University Press.

4. Assessments:

| Children's Name | | | | | | | |
|--|--|--|--|--|--|--|--|
| Indicators | | | | | | | |
| The children are able to stick the pictures of the places in the story. | | | | | | | |
| The children are able to act out the activities in the story. | | | | | | | |
| The children are able to say the expressions of describing the activities. | | | | | | | |
| The children are able to write numbers in the pictures of the activities. | | | | | | | |
| Score | | | | | | | |

5. Scoring Rubric:

| Score Range | Score |
|-------------|-------|
| Very Good | 5 |
| Good | 4 |
| Adequate | 3 |
| Less | 2 |
| Worse | 1 |

Yogyakarta, Agustus 2012

Kepala Sekolah

Praktikan

Dra. Woro Sukesti
NIK 99258003

Kurnia Wulandari
NIM 07202241023

LESSON PLAN

| | |
|-----------------|--|
| Kindergarten | : TK Al-Amien Kadisoka |
| Subject | : English |
| Grade/Semester | : TK B/I |
| Time Allocation | : 120 minutes |
| Topic | : The Greedy Monkey |
| Theme | : My Needs |
| Sub-theme | : Foods and Drinks |
| Goal | : Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. |

Indicators:

1. The children are able to mention the names of foods and drinks in the story.
2. The children are able to act out the activities in the story.
3. The children are able to use the language function to express likes and dislikes.
4. The children are able to draw smiling and frowning face based in the teacher instructions.

Method : TPR (Total Physical Response)

Approach : Text-Based Approach (BKOF, MOT, JCOT, ICOT)

1. Teaching Material:

- a. Song : *"Three Bears"*
- Look! There are three bears*
- All in the same house*
- Father bear, mother bear, little bear*
- Father bear is very fat*
- Mother bear is very slim*
- Little bear is so cute I could die*
- What a happy fami*

b. Story

The Greedy Monkey

| Story | Instructions |
|---|--|
| There are three bears: father bear, mother bear, and little bear. | <i>Show the pictures of the bear family.</i> |
| The bears live in a house in the middle of the forest. | <i>Point at a picture of wood.</i> |
| In the morning mother bear prepares some foods for breakfast. | <i>Show the pictures (flashcards)</i> |
| Mother puts some bread, noodles and fried chicken on the table. | <i>Put the pictures of foods on the table.</i> |
| Mother puts apple, orange and banana on the table. | <i>Put the pictures of fruit on the table.</i> |
| Mother puts coffee, juice and milk. | <i>Put the pictures of drinks on the table.</i> |
| But the foods are too hot and the bears cannot eat it. | <i>Shake your head.</i> |
| So, they go for a walk in the wood while all the foods and drinks get cooler. | <i>Point and walk.</i> |
| Then a little monkey comes into the house. | |
| The monkey feels hungry. | <i>Touch the tummy.</i> |
| The monkey sees the foods and drinks. | <i>Look at the table carefully.</i> |
| The monkey tastes the bread. It is yucky. | <i>Take the picture of bread. Frown.</i> |
| The monkey tastes the noodles, yuck. It is yucky too. | <i>Take the picture of noodle. Frown.</i> |
| At last, the monkey tastes the fried chicken then says 'it's yummy, I like it'. | <i>Take the picture of fried chicken. Smile.</i> |
| The monkey looks at the fruit. | |
| The monkey tastes the apple then says 'Yummy'. | <i>Take the picture of an apple. Smile.</i> |
| The monkey tastes the orange and says 'Yummy'. | <i>Take the picture of an orange. Smile.</i> |

| | |
|--|--|
| <p>Then the monkey tastes the banana and eat it, the monkey says “Yummy”.</p> <p>The monkey feels thirsty. The monkey takes coffee. The monkey drinks it and says ‘Yucky’.</p> <p>The monkey tastes the juice then says ‘Yummy’.</p> <p>At last, the monkey takes the milk and says ‘Yucky’.</p> <p>When the three bears come home to eat;</p> <p>Father bear looks at the table then says: Someone eats my bread and apple and drinks my coffee.</p> <p>Mother bear says: someone eats my noodle and orange and drinks my juice.</p> <p>The little bear says: someone eats my fried chicken and banana and drinks my milk.</p> <p>Then the three bears see the monkey hides under the table.</p> <p>The monkey shocks and then runs out of the house and never goes back to the three bear’s house again.</p> | <p><i>Take the picture of a banana. Smile.</i></p> <p><i>Move the hand around the throat. Take the picture of a cup of coffee. Frown.</i></p> <p><i>Take the picture of a glass of juice. Smile. Take the picture of a glass of milk. Frown.</i></p> <p><i>Put hands on waist. Look.</i></p> <p><i>Put hands on waist. Look.</i></p> <p><i>Put hands on waist. Look.</i></p> <p><i>Sit on the floor, hiding.</i></p> <p><i>Shock. Run.</i></p> |
|--|--|

c. Language Function:

A: Do you like bread?

B: Yes, I do./ No, I don’t.

d. Vocabulary:

✓ **Family** : Father, mother, son.

✓ **Foods and drinks**: Apple, orange, banana, bread, noodles, fried chicken, milk, juice, coffee, yummy, yucky.

e. Example of the expressions:

-Do you like bread?

-Yes, I do./ No, I don’t.

- I like it.

- I don't like it.
- It's yummy.
- It's yucky.

2. Procedure:

| | | | |
|------------------------------------|--|---|-----|
| Activities before the Story | - Greeting - Checking attendance - Prayers | The teacher and children sing <i>Good Morning</i> song. | 15' |
| | BKOF (Building Knowledge of the Field) | <ol style="list-style-type: none"> 1. The teacher played the video clip of "Three Bears" song. 2. The teacher asks the children to sing along the song. 3. The teacher leads the discussion about the topic. 4. The teacher introduces characters of the by showing the picture (Father bear, mother bear, little bear, and the greedy monkey) 5. The teacher shows the flashcard of foods and drinks. 6. The teachers drill the names of the foods and drinks. 7. The children repeat after the children saying the vocabulary. | 20' |
| Activities during the Story | MOT (Modeling of the Text) | <ol style="list-style-type: none"> 1. The teacher tells the story without a book, showing pictures, and acting out the parts. 2. The children listen to the teacher story. 3. The teacher asks question related to the story to check the children understanding. | 25' |

| | | | |
|---|--|---|----|
| | | 4. The children make monkey masks. | |
| | JCOT (Joint Construction of the Text) | <ol style="list-style-type: none"> 1. The teacher act out the story with a child. 2. The teacher does ‘stop and asking’ activity while acting out the story. 3. The teacher and the children put on the monkey masks and act out the story together. | 15 |
| Activities after the Story | ICOT (Independent Construction of the Text) | <ol style="list-style-type: none"> 1. The children play “Do you like...?” game. 2. The teacher gives instructions to draw the faces to the children. 3. The children draw faces in the worksheets based on the teacher’s instructions. | 30 |
| | Summarizing Prayers Leave taking | <ol style="list-style-type: none"> 1. The teacher asks “What have you learnt?” 2. The teacher and the children sing “Three Bears” song. 3. The children sing “Good Bye” song | 15 |

3. Sources:

- Storytelling with Children, Andrew Wright, Oxford University Press.
- Games for Children, Gordon Lewis and Gunther Bedson, Oxford University Press

4. Assessments:

| Children's Name | | | | | | | |
|------------------------|---|--|--|--|--|--|--|
| | Indicators | | | | | | |
| | The children are able to mention the names of foods and drinks in the story. | | | | | | |
| | The children are able to act out the activities in the story. | | | | | | |
| | The children are able to use the language function to express likes and dislikes. | | | | | | |
| | The children are able to draw smiling and frowning faces based in the teacher instructions. | | | | | | |
| | Score | | | | | | |

5. Scoring Rubric:

| Score Range | Score |
|-------------|-------|
| Very Good | 5 |
| Good | 4 |
| Adequate | 3 |
| Less | 2 |
| Worse | 1 |

Yogyakarta, Agustus 2012

Kepala Sekolah

Praktikan

Dra. Woro Sukesti
NIK 99258003

Kurnia Wulandari
NIM 07202241023

LESSON PLAN

| | |
|-----------------|--|
| Kindergarten | : TK Al-Amien Kadisoka |
| Subject | : English |
| Grade/Semester | : TK B/I |
| Time Allocation | : 120 minutes |
| Topic | : The Mouse Deer and the Crocodiles |
| Theme | : Animals |
| Sub-theme | : Count the Animals |
| Goal | : Children are able to communicate and have adequate vocabulary as well as identify symbols to get them ready to read and write. |

Indicators:

1. The children are able to retell the stories about the Mouse Deer.
2. The children are able act out the story.
3. The children are able to respond to question of “How many animals are there?”
4. The children are able to say number 1 to 20.

Method : TPR (Total Physical Response)

Approach : Text-Based Approach (BKOF, MOT, JCOT, ICOT)

1. Teaching Material:

a. Song: “A Little Teapot”

*I'm a little teapot short and stout
 Here is my handle and here is my spout
 When the water is boiling...I just shout
 Tip me over and pour me out!
 One, Two, Three, Four, Five, Six, Seven,
 Eight, Nine, Ten, Eleven, Twelve, Thirteen,
 Fourteen, Fifteen, Sixteen, Seventeen,
 Eighteen, Nineteen, Twenty.*

b. Story

The Mouse Deer and the Crocodiles

| Story | Instructions |
|--|--|
| In a hot day, Mouse Deer goes down to the river to take a drink. | Show the picture of the river then walk. |
| But he knows that the crocodile waits underwater to eat him. | Stop |
| He says out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer doesn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...! | Pick up a stick |
| Crocodile grabs the stick and pulled it underwater. Mouse Deer laughs. Ha ha ha!. | Laugh. |
| In the next day, Mouse Deer wants to cross the river. | Show the picture of a river then walk. |
| He wants to eat the fruits on the other side of the river. | Point at the fruits. |
| He calls "Crocodile!" Crocodile rises from the water, | |
| Crocodile says "Hello, Mouse Deer. Have you come to be my food?". | |
| "I have an order from the king. He wants me to count the crocodile in the river." | |
| "You make lines up this side of the river to the other side," says Mouse Deer. | Say "Line up". |
| Crocodile then calls all his friends and family. | |
| They line up across the river. Mouse deer then jumped onto Crocodile's back. "One," he counts. He jumps onto the next crocodile, "Two." and the next crocodile, "Three.", "Four", "Five", "Six", "Seven", "Eight", "Nine", "Ten", "Eleven", "Twelve", | Jump 20 times. Say number 1 to 20 loudly. |

| | |
|---|----------------|
| <p>“Thirteen”, “Fourteen”, “Fifteen”, “Sixteen”, “Seventeen”, “Eighteen”, “Nineteen”, “Twenty”.</p> <p>Mouse deer jumps until he comes to the other side of the river.</p> <p>“How many crocodiles are in the river?” asks Crocodile. “20,” says Mouse deer. He laughs as he run to the forest.</p> | Run and laugh. |
|---|----------------|

c. Language Function:

A:How many crocodile are in the river?

B: Six crocodiles.

d. Vocabulary:

-Animals: Mouse Deer, Crocodile.

-Number: One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, eighteen, twenty.

2. Procedures

| | | | |
|------------------------------------|--|--|-----|
| Activities before the Story | - Greeting - Checking attendance - Prayers | The teacher and children sing <i>Good Morning</i> song. | 15' |
| | BKOF (Building Knowledge of the Field) | <ol style="list-style-type: none"> 1. The teacher asks the children to stand in circle 2. The teacher and the children sing “A Little Teapot” song. 3. The teacher drills the number 1-20. 4. The teacher shows and introduces the characters of the story. 5. The teacher leads the discussion about the Mouse Deer story. 6. The teacher introduces the new words on the | 20' |

| | | | |
|------------------------------------|--|---|-----|
| | | story and tells what the story is about. | |
| Activities during the Story | MOT (Modeling of the Text) | 1. The teacher tells the story without a book, showing pictures, and acting out the parts. 2. The teacher asks questions to the children to check their understanding. | 10' |
| | JCOT (Joint Construction of the Text) | 1. The teacher acts out the story with a child. 2. The teacher and the all children act out the story. | 15' |
| Activities after the Story | ICOT (Independent Construction of the Text) | 1. The children play whispering race game. 2. The children play magic matchbox game. | 45' |
| | Summarizing Prayers Leave taking | 1. The teacher asks "What have you learnt?" 2. The children sing "A Little Teapot" song 3. The children sing "Good Bye" song | 15' |

3. Source:

- Shepard Aaron (2005). The Adventures of Mouse Deer Tales of Indonesia and Malaysia. *Skyhook Press*. Retrieved from <http://www.aaronshp.com/stories/>
- Games for Children, Gordon Lewis and Gunther Bedson, Oxford University Press.

4. Assessments:

| Children's Name Indicators | | | | | | | |
|---|--|--|--|--|--|--|--|
| | | | | | | | |
| The children are able to retell the stories about the Mouse Deer. | | | | | | | |
| The children are able act out the story. | | | | | | | |
| The children are able to respond to question of "How many animals are there?" | | | | | | | |
| The children are able to say number 1 to 20. | | | | | | | |
| Score | | | | | | | |

5. Scoring Rubric:

| Score Range | Score |
|-------------|-------|
| Very Good | 5 |
| Good | 4 |
| Adequate | 3 |
| Less | 2 |
| Worse | 1 |

Yogyakarta, Agustus 2012

Kepala Sekolah

Praktikan

Dra. Woro Sukesti
NIK 99258003

Kurnia Wulandari
NIM 07202241023

Appendix E

The First Draft of the Story-based
Activities for the Class B Children of TK

Al-Amien Kadisoka

Story 1

The Little Indian Boy



Story

The little Indian Boy wakes up.
He gets out of bed.
He get dressed.
He has his breakfast.
He says to his mother
'Oooooooooo!
I am going to play'.

He walks down the garden path, walk,
whistle, walk, whistle, walk, and whistle.

He opens the green gate.
Click!.

There's a twisty road.
He walks down the twisty road, walk,
whistle, walk, whistle, walk, and whistle.

There's a dark wood.
He goes into the dark wood, quietly,
Sh! Sh! Sh! Sh!.

Instructions

*Open your eyes and yawn.
Step out and stretch.
Pull on a shirt.
Eat and drink.*

Walk and whistle.

Open the gate, go through it, and close it.

*Point.
Walk and whistle.*

*Point.
Finger on lips, moving head to each side.*

| | |
|--|--|
| He walks through the dark wood, Tip, toe, tip, and toe. | <i>Walk on tip toe while swinging your body.</i> |
| There's some tall grass. He walks through grass, swish, swish, swish, swish, and swish. | <i>Point.</i> <i>Part the tall grass with your hands.</i> |
| There's some wet mud. He walks through the wet mud, suck, squelch, suck, squelch, suck, squelch. | <i>Point.</i> <i>Lift your feet as if pulling them up out of sticky mud.</i> |
| There's a deep river!. He swims across the deep river, swim, swim, swim, swim, swim, swim. | <i>Point.</i> <i>Swim with your hands and arms.</i> |
| There's steep hill. He climbs the steep hill, gasp, gasp, gasp, gasp, gasp, gasp. | <i>Point.</i> <i>Swing from side to side and gasp.</i> |
| There's a cave! It's a very dark cave! He looks into the dark cave, peep, peep, peep, peep, peep, and peep. | <i>Point.</i> <i>Look from side to side.</i> |
| He listens. | <i>Several seconds of silence in which your eyes move from side to side.</i> |
| He goes into the dark cave, creep, creep, creep, creep, creep, and creep. Deeper, deeper and deeper into the dark cave. | <i>Creep or make your hands creep if you are imitating feet with them.</i> <i>Speak slowly in a whisper and creep</i> |
| Suddenly! Grrrrrrrrrrrrrrrrrr! A Lion!. | <i>Open your eyes wide and look frightened.</i> <i>Say it loudly and tremble at the same time.</i> <i>Shout.</i> |
| The little Indian boy runs out of the cave, pitter, patter, pitter, patter, pitter, patter. Down the hill, stumble, stagger, stumble, stagger, stumble, stagger. Across the river, swim, swim, swim, swim, swim. | <i>Say it quickly.</i> <i>Run or imitate running with your hands.</i> <i>Stagger from side to side with your body.</i> <i>Swim with your hands.</i> |
| Through the mud, suck, squelch, suck, squelch, suck, squelch. | <i>Walk in the sticky mud.</i> |
| Through the grass, swish, swish, swish, swish, swish. | <i>Part the tall grass with your hands.</i> |
| Through the wood, tip, toe, tip, toe, tip, toe. | <i>Run on tiptoe while swinging your body.</i> |

Up the road,
run, run, run, run, run, run.

Run.

Open the gate, close the gate, click!.

Open and close the gate.

Up the garden path,
run, run, run, run, and run.

Make a running action.

Open the door, close the door, bang!

*Open and close the door.
Slap a table very hard.*

‘Don’t bang the door!’ says his mother,
‘Ooooooooooooo! Mum!’

Activity 1

Sing and Move!

1. Sing 10 little Indian boys song
2. Ask them to follow singing and show their 10 fingers

10 Little Indians

One little, two little, three little Indians

Four little, five little, six little Indians

Seven little, eight little, nine little Indians

Activity 2

Look

1. Tell them that they will experience an adventure.
2. Show the children main character of the story by showing the picture of a little Indian boy.



3. Tell them the location where the little Indian will go.

Activity 3

Listen and play

1. Tell “The Little Indian Boy” Story with gestures.
2. Call a child to join you in front of the class, give him/her a headband then ask him/her to act out the story with you.
3. After the child wearing headband, ask them to do the action with you.

Activity 4**Find and Stick**

1. Divide the children into group of five
2. Give each group a set of pictures of the place the little Indian boy goes.
3. Read again the story of Little Indian Boy.
4. Ask them to stick the pictures on the large paper based on the story.

Activity 5**Act out**

1. Give headbands for all the children.
2. Ask them to wear it.
3. Retell the story while doing the instructions of the story above, ask them to follow your actions.

Activity 6**Guess**

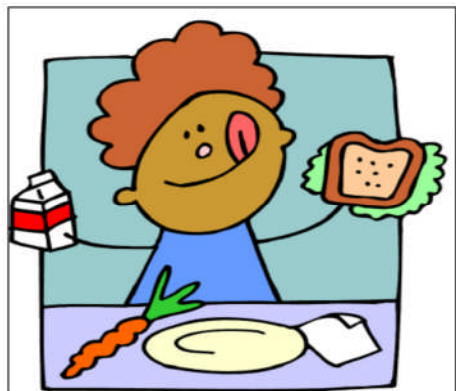
1. Play the guessing game, act some activities out.
2. Ask the children to guess the name of activities you act.
3. The one who answers correctly will get a smile face sticker.

Activity 7**Write numbers**

1. Give each children worksheet with activity pictures.
2. Ask them to write number on it based on the sequences.

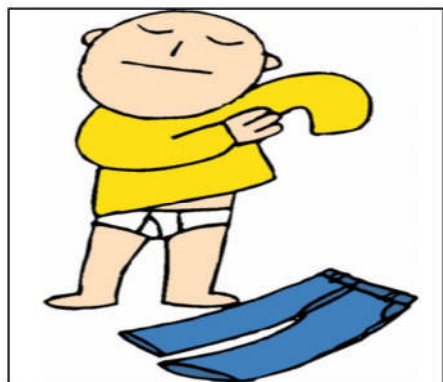
My name is

Listen. Write numbers.



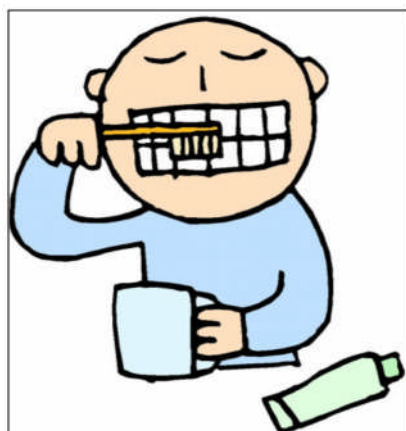








1



Story 2

The Greedy Monkey



| Story | Instructions |
|---|---|
| There are three bears: father bear, mother bear, and little bear. | <i>Show the pictures of the bear family.</i> |
| The bears live in a house in the middle of the forest. | <i>Point at a picture of wood.</i> |
| In the morning mother bear prepares some foods for breakfast. | <i>Show the pictures (flashcards)</i> |
| Mother puts some bread, noodles and fried chicken on the table. | <i>Put the pictures of foods on the table.</i> |
| Mother puts apple, orange and banana on the table. | <i>Put the pictures of fruit on the table.</i> |
| Mother puts coffee, juice and milk. | <i>Put the pictures of drinks on the table.</i> |
| But the foods are too hot and the bears cannot eat it. | <i>Shake your head.</i> |
| So, they go for a walk in the woods while all the | <i>Point and walk.</i> |

foods and drinks are cool.

Then a little monkey comes into the house.

The monkey feels hungry.

The monkey sees the foods and drinks.

The monkey tastes the bread. It is yucky.

The monkey tastes the noodles, yuck.

It is yucky too.

At last, the monkey tastes the fried chicken then says 'it's yummy, I like it'.

The monkey looks at the fruit.

The monkey tastes the apple then says 'Yummy'.

The monkey tastes the orange and says 'Yummy'.

Then the monkey tastes the banana and eat it, she says "Yummy".

The monkey feels thirsty.

The monkey takes coffee.

The monkey drinks it and says 'Yucky'.

The monkey tastes the juice then says 'Yummy'.

At last, she takes the milk and she says 'Yucky'.

When the three bears come home to eat.

Father bear looks at the table then says: Someone eats my bread and apple and drinks my coffee.

Mother bear says: someone eats my noodle and orange and drinks my juice.

The little bear says: someone eats my fried chicken and banana and drinks my milk.

Then the three bears see the monkey hides under the table.

The monkey shocks and then runs out of the house and never goes back to the three bear's house again.

Touch the tummy.

Look at the table carefully.

Take the picture of bread. Frown.

Take the picture of noodle. Frown.

Take the picture of fried chicken. Smile.

Take the picture of an apple. Smile.

Take the picture of an orange. Smile.

Take the picture of a banana. Smile.

Move the hand around the throat.

Take the picture of a cup of coffee. Frown.

Take the picture of a glass of juice. Smile.

Take the picture of a glass of milk. Frown.

Put hands on waist. Look.

Put hands on waist. Look.

Put hands on waist. Look.

Sit on the floor, hiding.

Shock. Run.

Activity 1**Sing and Move!**

1. Sing “One, Two, Three I Love my Family” song.
2. Ask them to follow you singing.

“One, Two, Three I Love my Family”

One and one I love my mother.

Two and two I love my father

Three and three I love brother sister

One and two and three I love my family

Activity 2**Look**

1. Tell them about the physical characteristics of a monkey and three bears in the story.
2. Show the pictures of the characters in the story.
3. Show the cards of food and drink which include in the story one by one. Say the names of food and drink.

Activity 3

Make Monkey Mask

1. Give them the monkey mask worksheets.
2. Ask them to cut the mask then color it.

Activity 4

Listen and Play

1. Tell “The Greedy Monkey” story with gestures, show pictures and flashcards.
2. Stop at the mid of the story, ask the children about their favorite foods and drinks.
 - a) Do you like banana?
 - b) Do you like coffee?
 - c) Do you like noodle?
3. Ask a child to go in front of the class. Ask him/her to act out the story with you.

Activity 5

Play “Do you like...?” Game

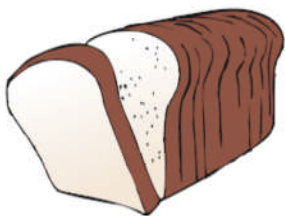
1. Make a simple board game, with few pictures of food and drinks on it. There can be up to six faces per cards but all the faces on any one card must be the same. Shuffle the cards thoroughly, but do not mix the two colors together. Then the place of the two piles in the centre of the board.
2. The first child rolls the dice and moves his/her pointer, the other children can count the numbers out loud.
3. If the child lands on an empty space, he or she passes the dice to the next child.
4. If the child lands on space with food picture the whole group says ‘do you like ...?’ (orange juice, milk, noodle)’

5. The child answers yes, I do or no, I don't. For yes, he or she takes a card from the blue pile; No from the red pile.
6. The child counts the number of faces in the card. If the faces are smiling, the child moves forward by according number they got. If they are frowning, the child moves backwards.
7. Continue for about 15 minutes or until each child has had at least one go.

Activity 6

Listen and Draw

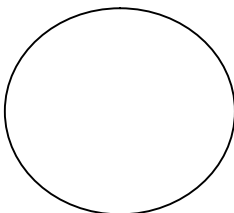
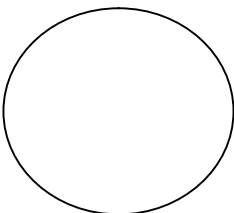
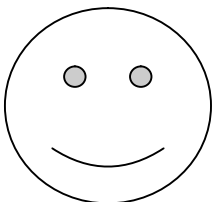
1. Give each child a worksheet contained foods and drinks.
2. Ask the children to draw whether smiling or frowning face in the space based on your instructions. If you say "I like..." ask them to draw smile face and draw frowning if you say "I don't like..."



bread



chicken



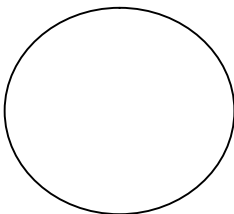
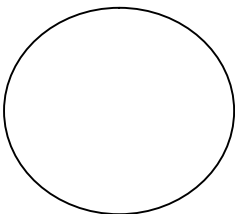
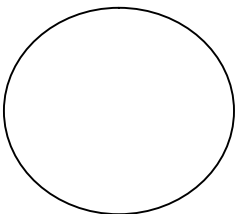
banana



orange



apple



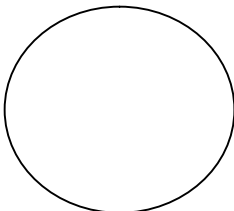
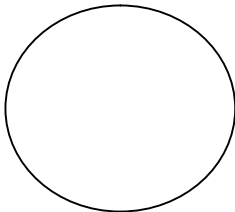
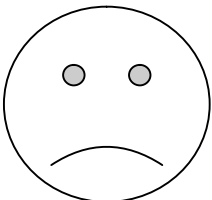
coffee



juice



milk



Story 3

A Mouse Deer and Crocodiles



Story

In a hot day, Mouse Deer goes down to the river to take a drink.

But he knows that the crocodile wait underwater to eat him.

He says out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer doesn't put in his leg.

He picked up a stick instead and put one end into the water. Chomp...!

Crocodile grabs the stick and pulled it underwater.

Mouse Deer laughs. Ha ha ha!.

In the next day, Mouse Deer wants to cross the river.

He wants to eat the fruits on the other side of the river.

Instructions

Show the picture of river then walk.

Stop

Pick up a stick

Laugh.

Show the picture of a river then walk.

Point at the fruits.



He calls "Crocodile!" Crocodile rise from the water,

Crocodile says "Hello, Mouse Deer. Have you come to be my food?"

"I have an order from the king. He wants me to count the crocodile in the river."

"You make lines up this side of the river to the other side," says Mouse Deer.

Give line up instruction.

Crocodile then call all his friends and family.

They line up across the river.

Mouse Deer then jumped onto Crocodile's back. "One," he counts. He jumps onto the next crocodile, "Two." and the next crocodile, "Three.", "Four", "Five", "Six", "Seven", "Eight", "Nine", "Ten", "Eleven", "Twelve", "Thirteen", "Fourteen", "Fifteen", "Sixteen", "Seventeen", "Eighteen", "Nineteen", "Twenty".

Jump 20 times.

Say number 1 to 20 loudly.

Mouse Deer jumps until he comes to the other side of the river.

"How many crocodile are in the river?" asks Crocodile. "20," says Mouse Deer. He laughs as he run to the forest.

Run and laugh.

Activity 1

Sing and Move!

"A Little Teapot"

"I'm a little teapot short and stout"

[Put your hands on your chest]

"Here is my handle and here is my spout"

[Put your right hand on your right waist the, raise make a spout with your left hand]

"When the water is boiling...I just shout"

[Shout 'wowowowowo']

"Tip me over and pour me out!"

[Lift a leg up, stand on a leg]

"One", "Two.", "Three.", "Four", "Five", "Six", "Seven", "Eight", "Nine", "Ten", "Eleven", "Twelve", "Thirteen", "Fourteen", "Fifteen", "Sixteen", "Seventeen", "Eighteen", "Nineteen", "Twenty"

[Say the number loudly]



Activity 2**Look**

1. Show them pictures of the main characters and place the will go on the story.
2. Give description about the story

Activity 3**Listen and Play**

1. Tell the story with gestures.
2. At the second attempt, ask the children to follow you act out the story.
3. Put the pictures of crocodiles on the floor and ask them to jump and count the number of crocodiles they jumped.

Activity 4**Listen and Stick**

1. Divide the class into 2 groups.
2. Ask the children to stand in lines.
3. Put flashcard of numbers (1-20) in front of the class.
4. Whisper a number, for example; seventeen to a child, the child has to whisper it to the child in front of him/her. The front child has to find flashcards what he/she heard.



Activity 5

Play Magic Matchbox Game

1. Put the pictures of crocodiles in the box. Shake the box and ask all the children to take rolled pictures in turn. The example of the pictures in the papers is shown below.



2. Asks the children to hide the paper they have got.
3. Asks the children number of the crocodiles on the paper. Use the expression “How many crocodiles are there?”
4. If a child answers the number of crocodiles correctly, then she/he may take another a pile of paper from the box.
5. The game continues until the box is empty. The child with the most rolled pictures at the end of the game wins.

Activity 6

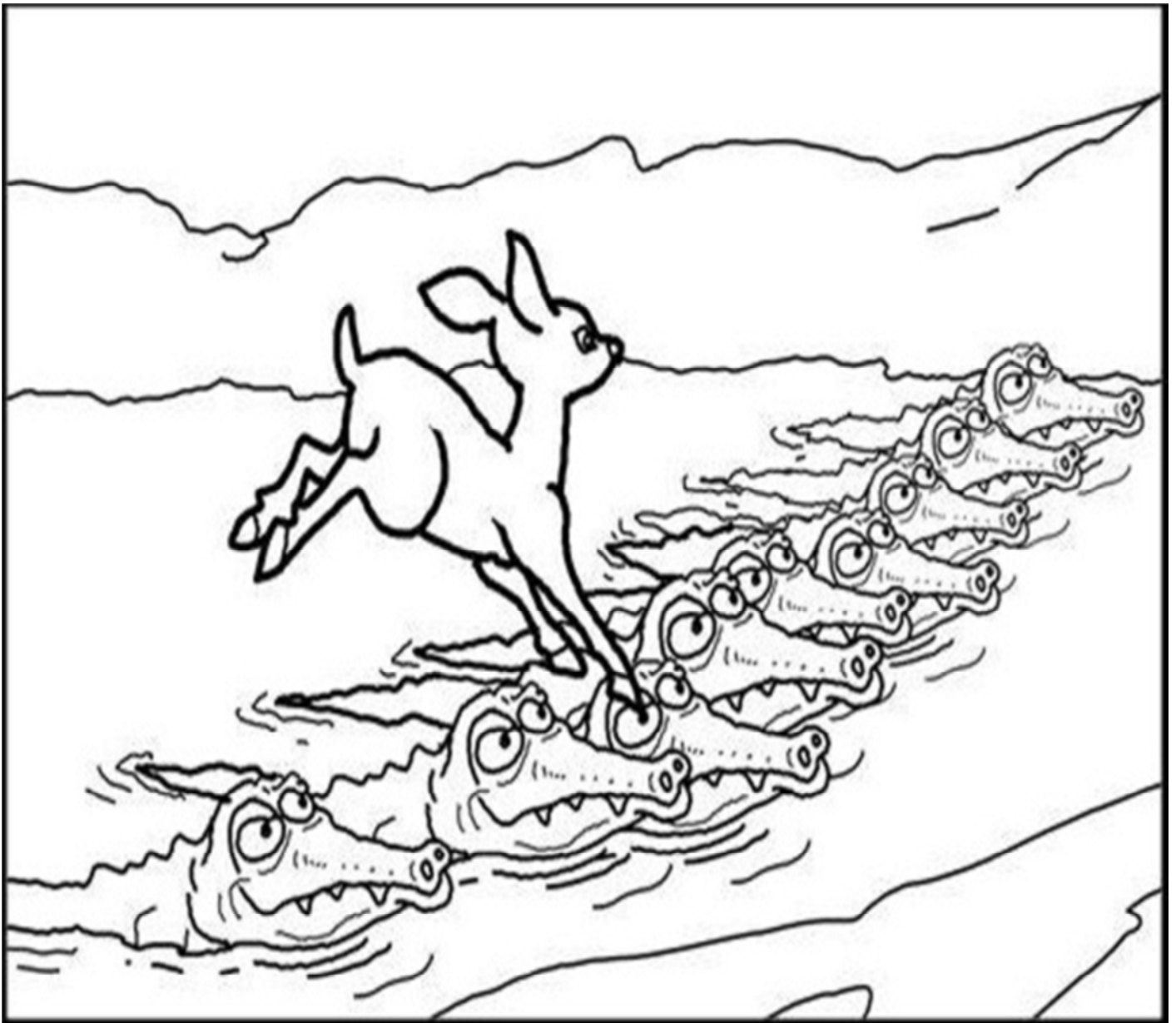
Listen and Color

1. Copy and give the worksheets to each child in the class.
2. Give instructions to the children by using these expressions.
 “Color the mouse deer brown”. “Color 3 crocodiles green”, “Color 4 crocodiles red”, and “Color 2 crocodiles red” .



My name is ...

**Color the crocodiles brown, grey
and green!**



Appendix F

The Second Draft of the Story-based Activities

for the Class B Children of TK Al-Amien

Kadisoka

Unit 1

The Little Indian Boy



Activity 1**Listen and Sing**

1. Sing 10 Little Indian Boys song with the actions of the song.
2. Ask the children to sing along and follow the actions.

“Ten Little Indian Boys”

One little, two little, three little Indians

Four little, five little, six little Indians

Seven little, eight little, nine little Indians

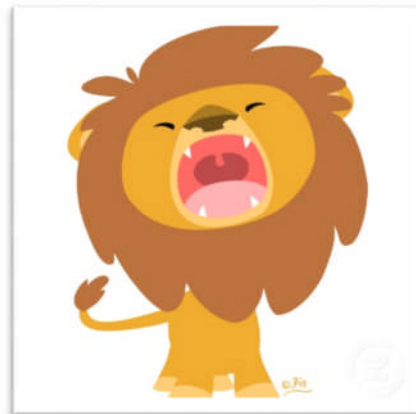
Ten little Indian boys...0Uoooooooo

**Activity 2****Think and Discuss**

1. Introduce the topic of the little Indian boy. Lead a discussion of the characteristics of the little Indian boy.
2. Show the children character of the little Indian boy and the supporting character of the story by showing the pictures below.



The Little Indian Boy



The Lion

3. Show the map which includes pictures of a house, a garden path, a twisty road, dark wood, tall grass, wet mud, a deep river, a steep hill, and a dark cave. Ask the children to repeat saying the vocabulary in the map after you. The map is shown below.



The things in the map of

4. Lead a discussion of things in the map by asking some questions, for example,
- Can you swim?*
- A cave is dark.*
- The brown area here is the wet mud. Uch! it is sticky.*

The Story

| Story | Instructions |
|---|---|
| <p>The little Indian boy wakes up. He gets out of bed. He takes a bath. He brushes his teeth He gets dressed. He has his breakfast. He says to his mother ‘Oooooooooo! I am going to play’.</p> | <p><i>Open the eyes and yawn. Step out and stretch. Touch the body and hold a shower. Move a hand around the mouth. Put on a shirt. Eat and drink.</i></p> |
| <p>He walks down the garden path, walk, whistle, walk, whistle, walk, and whistle.</p> | <p><i>Walk and whistle.</i></p> |
| <p>He opens the green gate. Click!.</p> | <p><i>Open the gate, go through it, and close it.</i></p> |
| <p>There’s a twisty road. He walks down the twisty road, walk, whistle, walk, whistle, walk, and whistle.</p> | <p><i>Point. Walk and whistle.</i></p> |
| <p>There’s a dark wood. He goes into the dark wood, quietly, Sh! Sh! Sh! Sh!.</p> | <p><i>Point. Point a finger on lips, move your head to each side.</i></p> |
| <p>He walks through the dark wood, Tip, toe, tip, and toe.</p> | <p><i>Walk on tip toe while swinging the body.</i></p> |
| <p>There’s some tall grass. He walks through grass, swish, swish, swish, swish, and swish.</p> | <p><i>Point. Part the tall grass with your hands.</i></p> |
| <p>There’s some wet mud. He walks through the wet mud, suck, squelch, suck, squelch, suck, squelch.</p> | <p><i>Point. Lift the feet as if pulling them up out of sticky mud.</i></p> |

| | |
|--|--|
| There's a deep river! He swims across the deep river, swim, swim, swim, swim, swim, swim. | <i>Point.</i> <i>Swim with your hands and arms.</i> |
| There's steep hill. He climbs the steep hill, gasp, gasp, gasp, gasp, gasp, gasp. | <i>Point.</i> <i>Swing from side to side and gasp.</i> |
| There's a cave! It's a very dark cave! He looks into the dark cave, peep, peep, peep, peep, peep, and peep. | <i>Point.</i> <i>Look from side to side.</i> |
| He listens. | <i>Several seconds of silence in which your eyes move from side to side.</i> |
| He goes into the dark cave, creep, creep, creep, creep, creep, and creep. Deeper, deeper and deeper into the dark cave. | <i>Creep or make your hands creep if you are imitating feet with them.</i> <i>Speak slowly in a whisper and creep</i> |
| Suddenly! Grrrrrrrrrrrrrrrrrr! A Lion!. | <i>Open your eyes wide and look frightened.</i> <i>Say it loudly and tremble at the same time.</i> <i>Shout.</i> |
| The little Indian boy runs out of the cave, pitter, patter, pitter, patter, pitter, patter. Down the hill, stumble, stagger, stumble, stagger, stumble, stagger. Across the river, swim, swim, swim, swim, swim. | <i>Say it quickly.</i> <i>Run or imitate running with your hands.</i> <i>Stagger from side to side with your body.</i> <i>Swim with your hands.</i> |
| Through the mud, suck, squelch, suck, squelch, suck, squelch. | <i>Walk in the sticky mud.</i> |
| Through the grass, swish, swish, swish, swish, swish. | <i>Part the tall grass with your hands.</i> |
| Through the wood, tip, toe, tip, toe, tip, toe. | <i>Run on tiptoe while swinging your body.</i> |

Up the road,
run, run, run, run, run, run.

Run.

Open the gate, close the gate, click!

Open and close the gate.

Up the garden path,
run, run, run, run, and run.

Make a running action.

Open the door, close the door, bang!

Open and close the door.

‘Oooooooooooooo! I am tired.

Sit down behind the door.

Activity 3

Listen and Act Out

1. Read or tell “The Little Indian Boy” story, show pictures and do the actions.
2. Ask questions about the story in order to check that the children have understood the all parts of the story.
3. Read again the story. Call one student to join you in front of the class, give him/her a headband then ask him/her to act out it with you.
4. Ask the children to think about what happens in the story. Has anything similar happened to them?
5. Read again the story. Give headbands to all the children. Ask them to act out the story with you.

Activity 4

Listen and Stick

1. Divide the children into groups of six.
2. Give each group a set of picture of the place the little Indian boy goes.
3. Read again the story of The Little Indian Boy.
4. Ask them to stick the pictures on the large paper based on the story to make a map.

Activity 5

Guessing Game

1. Act some activities out. Since you do the daily activities, you may add the “I...” to ease them in saying the names of the activities only, for example “wake up”, “take a bath” and “have breakfast”.
2. The children may guess the activities in their mother tongue since. Pay attention on the language use, correct the miss pronunciation.
3. Give a star sticker to the children if they get correct answers.

Activity 6

Listen and Write

1. Give each child a worksheet from the appendix.
2. Ask the children to write number on it based on your instructions and actions, for example;
“I wake up. Hooaam. Write number one on the picture of wake up.”
“Yum yum. I have a breakfast. Write number two on the picture of I breakfast.”

Unit 2

The Greedy Monkey



Activity 1

Listen and Sing

1. Play the video of the Three Bears song.
2. Ask the children to sing along and do the actions of the song with you.

Three Bears

“Look! There are three bears”

“All in the same house”

“Father bear, mother bear, little bear ”

“Father bear is very fat”

“Mother bear is very slim”

“Little bear is so cute I could die”

“What a happy family”



Activity 2

Think and Discuss

1. Lead discussion about the physical characteristics of a monkey and the three bears in the song: *fat, slim, cute*.
2. Ask the children “*Do you like monkey or do you hate monkey?*” Lead discussion about the physical appearance of a monkey.
3. Show the pictures of characters of the story.

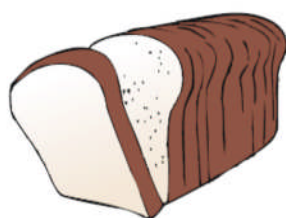


The Greedy Monkey

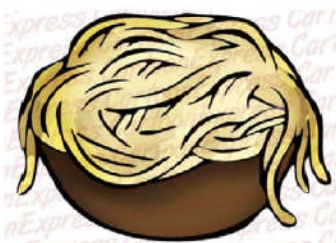


Father, Mother and Little Bear

4. Display the cards of food and drink which include in the story one by one. Say the names of food and drink.
5. Ask the children to repeat after you saying the names of food and drink. Check if they can remember the names for the pictures you have displayed.



bread



noodles



chicken



banana



orange



apple



coffee



juice



milk

The Story

Story

There are three bears: father bear, mother bear, and little bear.

The bears live in a house in the middle of the forest.

In the morning mother bear prepares some foods for breakfast.

Mother puts some bread, noodles and fried chicken on the table.

Mother puts apple, orange and banana on the table.

Mother puts coffee, juice and milk.

But the foods are too hot and the bears cannot eat it.

So, they go for a walk in the woods while all the foods and drinks are cool.

Then a little monkey comes into the house.

The monkey feels hungry.

The monkey sees the foods and drinks.

The monkey tastes the bread. It is yucky.

The monkey tastes the noodles, yuck.
It is yucky too.

At last, the monkey tastes the fried chicken then says 'it's yummy, I like it'.

The monkey looks at the fruit.

The monkey tastes the apple then says 'Yummy'.

The monkey tastes the orange and says 'Yummy'.

Then the monkey tastes the banana and eat it, she says "Yummy".

The monkey feels thirsty.

Instructions

Show the pictures of the bear family.

Point at a picture of wood.

Show the pictures (flashcards)

Put the pictures of foods on the table.

Put the pictures of fruit on the table.

Put the pictures of drinks on the table.

Shake your head.

Point and walk.

Touch the tummy.

Look at the table carefully.

Take the picture of bread. Frown.

Take the picture of noodle. Frown.

*Take the picture of fried chicken.
Smile.*

Take the picture of an apple. Smile.

Take the picture of an orange. Smile.

*Take the picture of a banana.
Smile.*

Move the hand around the throat.

The monkey takes coffee.
The monkey drinks it and says 'Yucky'.

The monkey tastes the juice then says 'Yummy'.

At last, she takes the milk and she says 'Yucky'.

When the three bears come home to eat.

Father bear looks at the table then says: Someone eats my bread and apple and drinks my coffee.

Mother bear says: someone eats my noodle and orange and drinks my juice.

The little bear says: someone eats my fried chicken and banana and drinks my milk.

Then the three bears see the monkey hides under the table.

The monkey shocks and then runs out of the house and never goes back to the three bear's house again.

*Take the picture of a cup of coffee.
Frown.*

*Take the picture of a glass of juice.
Smile.*

*Take the picture of a glass of milk.
Frown.*

Put hands on waist. Look.

Put hands on waist. Look.

Put hands on waist. Look.

Sit on the floor, hiding.

Shock. Run.

Activity 3

Make monkey masks

1. Photocopy the pothocopiable mask from the appendix page...
2. Ask the children to cut the mask then color it.
3. Put a pair of string to the hole in the masks
4. Help the children to wear the mask

Activity 4

Listen and Act Out

1. Read or tell “The Greedy Monkey” story, show pictures, show flashcards, do the actions.
2. Stop at the mid of the story, ask the children about their favorite foods and drinks.
 - a) Do you like banana?
 - b) Do you like coffee?
 - c) Do you like noodle?
3. Ask questions about the story in order to check that the children have understood the all parts of the story.
4. Read again the story. Call one student to join you in front of the class then ask him/her to mime it with you.
5. Ask the children to think about what happens in the story. Has anything similar happened to them? What they feel about the story?
6. Read again the story. Make sure that all the children have worn their masks. Ask them to mime the story with you.

Activity 5

Play “Do you like...?” Game

1. Make a simple board game, with few pictures of food and drinks on it. There can be up to six faces per cards but all the faces on any one card must be the same. Shuffle the cards thoroughly, but do not mix the two colors together. Then the two piles of the cards in the centre of the board.
2. The first child rolls the dice and moves his/her pointer, the other children can count the numbers out loud.
3. If the child lands on an empty space, he or she passes the dice to the next child.
4. If the child lands on space with food picture the whole group says ‘do you like ...?’ (orange juice, milk, noodle)’

5. The child answers yes, I do or no, I don't. For yes, he or she takes a card from the green pile; No from the yellow pile.
6. The child counts the number of faces in the card. The child moves according number of faces they got. If the faces are smiling, the child moves forward. If they are frowning, the child moves backwards.
7. Continue the game until each child has turn to roll.

Activity 6

Listen and Draw

1. Give each child a worksheet from the appendix page.
2. Ask the children to draw whether smiling or frowning face in the space based on your instructions. If you say "I like..." ask them to draw smile face and draw frowning if you say "I don't like..."

Unit 3

The Mouse Deer and the Crocodiles



Activity 1

Listen and Sing

1. Sing "A Little Teapot" song with the actions of the song.
2. Ask the children to sing along and follow the actions.

"A Little Teapot"
"I'm a little teapot short and stout"
[Put your hands on your chest]
"Here is my handle and here is my spout"
[Put your right hand on your right waist the, raise make a spout with your left hand]
"When the water is boiling...I just shout"
[Shout 'wowowowowo']
"Tip me over and pour me out!"
[Lift a leg up, stand up with a leg]

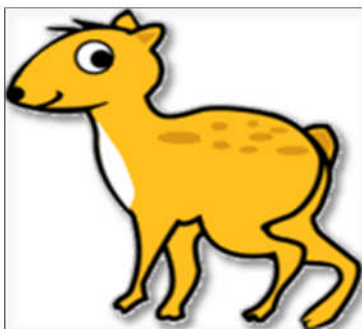
"One", "Two.", "Three.", "Four", "Five", "Six", "Seven", "Eight", "Nine",
 "Ten", "Eleven", "Twelve", "Thirteen", "Fourteen", "Fifteen", "Sixteen",
 "Seventeen", "Eighteen", "Nineteen", "Twenty"
[Say the number loudly]



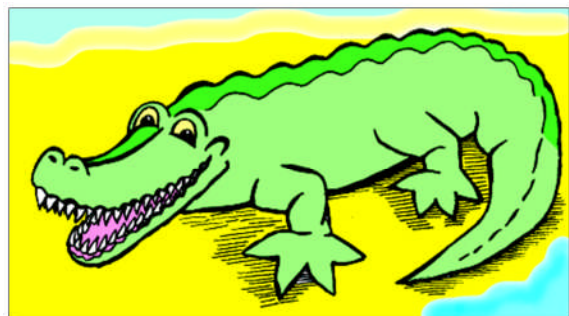
Activity 2

Listen and Discuss

1. Show the children pictures of the main characters and place the will go on the story.
2. Show the pictures below. Do ask and answer activity, give explanation about the story you will tell with the story they have known before.



The Mouse deer



The crocodile on the river



The Story

Story

In a hot day, Mouse Deer goes down to the river to take a drink.

But he knows that the crocodile wait underwater to eat him.

He says out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer doesn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...!

Crocodile grabs the stick and pulled it underwater.
Mouse Deer laughs. Ha ha ha!.

In the next day, Mouse Deer wants to cross the river.

He wants to eat the fruits on the other side of the river.

He calls "Crocodile!" Crocodile rise from the water,

Crocodile says "Hello, Mouse Deer. Have you come to be my food?".

"I have an order from the king. He wants me to count the crocodile in the river."

"You make lines up this side of the river to the other side," says Mouse Deer.

Crocodile then call all his friends and family.

They line up across the river.
Mouse Deer then jumped onto Crocodile's back. "One," he counts. He jumps onto the next crocodile, "Two." and the next crocodile, "Three.", "Four", "Five", "Six", "Seven", "Eight", "Nine", "Ten", "Eleven", "Twelve", "Thirteen", "Fourteen", "Fifteen", "Sixteen", "Seventeen", "Eighteen", "Nineteen", "Twenty".

Instructions

Show the picture of river then walk.

Stop

Pick up a stick

Laugh.

Show the picture of a river then walk.

Point at the fruits.

Say "Line up".

Jump 20 times.
Say number 1 to 20 loudly.



Mouse Deer jumps until he comes to the other side of the river.

“How many crocodile are in the river?” asks Crocodile. “20,” says Mouse Deer. He laughs as he run to the forest.

Run and laugh.

Activity 3

Listen and Act Out

1. Read or tell “The Little Indian Boy” story, show pictures, miming actions.
2. Ask questions about the story in order to check that the children have understood the all parts of the story.
3. Read again the story. Call one student to join you in front of the class, ask him/her to put monkey mask on and then ask him/her to mime it with you.
4. Ask the children to think about what happens in the story, what they feel about the story.
5. Put the pictures of crocodiles on the floor and ask them to jump and count the number of crocodiles they jumped.

Activity 4

Listen and Find

1. Divide the class into 2 groups.
2. Ask the children to stand two lines.
3. Stick a set of flashcards of numbers on the wall, in front the lines. Put them in the right order (from 1-20). Point and say the numbers before playing the game.
4. The game begins when the teacher whispers a number to the last child. The child has to whisper the word to the child who stands in front of her/him. This activity continues until the child who stands in the first row listens to the word and looks for the correct card. Then, she/he has to give it to the teacher. If she/he gets the correct card a star sticker will be given as reward.



5. The game continues until all the cards have been taken and all children get the star stickers.

Activity 5

Play Magic Matchbox Game

1. Put the pictures of crocodiles in the box. Shake the box and ask each child to take a rolled picture in turns.
2. Ask the children to hide the paper they have got.
3. Ask the children number of the crocodiles on the paper. Use the expression "How many crocodiles are there?"
4. If a child answers the number of crocodiles correctly, then she/he may take another a pile of paper from the box.
5. The game continues until the box is empty. The child with the most rolled pictures at the end of the game wins.

Activity 6

Listen and Color

1. Copy and give the worksheet from appendix to each child in the class.
2. Give instructions to the children by using these expressions;

Color the mouse deer brown

Color 3 crocodiles green

Color 4 crocodiles red

Color 2 crocodiles red



Story 1

The Little Indian Boy



Activity 1

Listen and Sing

1. Menyanyikan lagu 10 Little Indian Boys dengan gerakannya.
2. Mengajak anak-anak untuk menyanyi dan menirukan gerakan guru.

“Ten Little Indian Boys”

One little, two little, three little Indians
 Four little, five little, six little Indians
 Seven little, eight little, nine little Indians
 Ten little Indian boys...0Uoooooooo



Activity 2

Think and Discuss

1. Memperkenalkan topik cerita yang akan dibacakan kepada anak-anak. Ajaklah mereka untuk berdiskusi tentang karakter little Indian boy.
2. Menunjukkan gambar tokoh utama dan tokoh pendamping dalam cerita dengan menggunakan gambar dibawah ini.



The Little Indian Boy



The Lion



3. Menunjukkan peta yang berisi gambar sebuah rumah, pagar luar rumah, jalan yang berkelol-kelok, hutan yang lebat, rumput yang tinggi, area berlumpur, sungai, bukit yang curam dan sebuah gua yang gelap. Gambar peta seperti di bawah ini.



The things in the map of

4. Mengajak siswa untuk melakukan tanya jawab tentang materi yang akan disampaikan. Guru dapat menanyakan hal-hal seperti di bawah ini.

Apakah kalian bisa berenang?

Gua yang disini gelap sekali. Apakah kalian pernah pergi ke gua?

Bagian warna coklat di sini adalah lumpur. Uch! Lumpurnya lengket.

The Story

Story

The little Indian boy wakes up.
He gets out of bed.
He takes a bath.
He brushes his teeth
He gets dressed.
He has his breakfast.
He says to his mother
'Oooooooooo!
I am going to play'.

He walks down the garden path, walk, whistle,

Instructions

Open the eyes and yawn.
Step out and stretch.
Touch the body and hold a shower.
Move a hand around the mouth.
Put on a shirt.
Eat and drink.

Walk and whistle.



| | |
|---|--|
| walk, whistle, walk, and whistle. | |
| He opens the green gate. Click!. | <i>Open the gate, go through it, and close it.</i> |
| There's a twisty road. He walks down the twisty road, walk, whistle, walk, whistle, walk, and whistle. | <i>Point. Walk and whistle.</i> |
| There's a dark wood. He goes into the dark wood, quietly, Sh! Sh! Sh! Sh!. | <i>Point. Point a finger on lips, move your head to each side.</i> |
| He walks through the dark wood, Tip, toe, tip, and toe. | <i>Walk on tip toe while swinging the body.</i> |
| There's some tall grass. He walks through grass, swish, swish, swish, swish, and swish. | <i>Point. Part the tall grass with your hands.</i> |
| There's some wet mud. He walks through the wet mud, suck, squelch, suck, squelch, suck, squelch. | <i>Point. Lift the feet as if pulling them up out of sticky mud.</i> |
| There's a deep river!. He swims across the deep river, swim, swim, swim, swim, swim, swim. | <i>Point. Swim with your hands and arms.</i> |
| There's steep hill. He climbs the steep hill, gasp, gasp, gasp, gasp, gasp, gasp. | <i>Point. Swing from side to side and gasp.</i> |
| There's a cave! It's a very dark cave! He looks into the dark cave, peep, peep, peep, peep, peep, and peep. | <i>Point. Look from side to side.</i> |
| He listens. | <i>Several seconds of silence in which your eyes move from side to side.</i> |
| He goes into the dark cave, creep, creep, creep, creep, creep, and creep. Deeper, deeper and deeper into the dark cave. | <i>Creep or make your hands creep if you are imitating feet with them. Speak slowly in a whisper and creep</i> |



| | |
|--|--|
| Suddenly! Grrrrrrrrrrrrrrrr! A Lion!. | <i>Open your eyes wide and look frightened. Say it loudly and tremble at the same time. Shout.</i> |
| The little Indian boy runs out of the cave, pitter, patter, pitter, patter, pitter, patter. Down the hill, stumble, stagger, stumble, stagger, stumble, stagger. Across the river, swim, swim, swim, swim, swim. | <i>Say it quickly. Run or imitate running with your hands. Stagger from side to side with your body. Swim with your hands.</i> |
| Through the mud, suck, squelch, suck, squelch, suck, squelch. | <i>Walk in the sticky mud.</i> |
| Through the grass, swish, swish, swish, swish, swish. | <i>Part the tall grass with your hands.</i> |
| Through the wood, tip, toe, tip, toe, tip, toe. | <i>Run on tiptoe while swinging your body.</i> |
| Up the road, run, run, run, run, run, run. | <i>Run.</i> |
| Open the gate, close the gate, click!. | <i>Open and close the gate.</i> |
| Up the garden path, run, run, run, run, and run. | <i>Make a running action.</i> |
| Open the door, close the door, bang! | <i>Open and close the door.</i> |
| ‘Oooooooooooooo! I am tired. | <i>Sit down behind the door.</i> |

Activity 3

Listen and Act Out

1. Menceritakan cerita “The Little Indian Boy” di depan kelas, saat bercerita menggunakan gambar dan gerakan.
2. Menanyakan isi cerita kepada anak untuk mengecek pemahaman mereka tentang cerita yang dibacakan.



3. Membacakan lagi cerita. Mengajak satu anak untuk maju ke depan kelas dan menirukan cerita bersama guru.
4. Menanyakan kembali cerita yang mereka dengar, menanyakan apakah mereka pernah mengalami kejadian serupa.
5. Membacakan kembali cerita. Memberikan setiap anak bando yang dipakai little Indian boy dan mengajak mereka untuk menirukan cerita bersama-sama.

Activity 4

Listen and Stick

1. Membagi siswa menjadi dua kelompok.
2. Memberikan kepada setiap anak satu perangkat gambar dalam peta.
3. Membacakan kembali cerita.
4. Meminta anak untuk menempelkan gambar yang telah diberikan menjadi sebuah peta.

Activity 5

Guessing Game

1. Memperagakan aktivitas yang dilakukan little Indian boy. Untuk mempermudah siswa, Guru dapat menambahkan kata “I...” dan siswa dapat menebak dengan menggunakan bagian dari kalimat seperti “wake up”, “take a bath” and “have breakfast”.
2. Membetulkan tebakan siswa yang salah bila ada siswa yang menjawab kurang benar.
3. Memberikan stiker berbentuk bintang kepada siswa yang mampu menebak aktivitas yang dilakukannya dengan benar.



Activity 6**Listen and Write**

1. Memberikan lembar kerja siswa yang ada di lampiran.
2. Memberikan instruksi kepada siswa untuk menulis angka tepat di bawah gambar dengan menggunakan instruksi seperti di bawah ini.

"I wake up. Hooaam. Write number one on the picture of wake up."

"Yum yum. I have a breakfast. Write number two on the picture of I breakfast."



Story 2

The Greedy Monkey



Activity 1

Listen and Sing

1. Memutar video yang berisi lagu "Three Bears" di depan kelas.
2. Mengajak siswa untuk menyanyikan lagu tersebut bersama dan disertai gerakannya.

Three Bears

"Look! There are three bears"

"All in the same house"

"Father bear, mother bear, little bear "

"Father bear is very fat"

"Mother bear is very slim"

"Little bear is so cute I could die"

"What a happy family"



Activity 2

Think and Discuss

1. Melakukan diskusi dengan siswa tentang wujud dari keluarga beruang; gendut, langsing, lucu.
2. Menanyakan kepada siswa apakah mereka menyukai monyet. Mengajak siswa untuk berdiskusi tentang bagaimana wujud seekor monyet.
3. Menunjukkan gambar tokoh-tokoh yang ada dalam cerita.

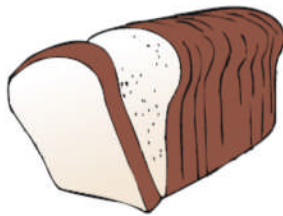


The Greedy Monkey



Father, Mother and Little Bear

4. Menunjukkan gambar makanan dan minuman yang terdapat dalam cerita satu persatu.
5. Mintalah anak untuk menirukan ucapan guru. Apabila memungkinkan, cek kembali ingatan anak tentang nama makanan dan minuman yang mereka sebutkan.



bread



noodles



chicken



banana



orange



apple



coffee



juice



milk

Activity 3

Make monkey masks

1. Memperbanyak gambar topeng monyet yang ada pada lampiran.
2. Meminta anak untuk menggunting kemudian mewarnai topeng tersebut.
3. Menaruh pita pada topeng yang telah diwarnai.
4. Membantu anak untuk memakai topeng tersebut.

The Story

| Story | Instructions |
|---|--|
| There are three bears: father bear, mother bear, and little bear. | <i>Show the pictures of the bear family.</i> |
| The bears live in a house in the middle of the forest. | <i>Point at a picture of wood.</i> |
| In the morning mother bear prepares some foods for breakfast. | <i>Show the pictures (flashcards)</i> |
| Mother puts some bread, noodles and fried chicken on the table. | <i>Put the pictures of foods on the table.</i> |
| Mother puts apple, orange and banana on the table. | <i>Put the pictures of fruit on the table.</i> |
| Mother puts coffee, juice and milk. | <i>Put the pictures of drinks on the table.</i> |
| But the foods are too hot and the bears cannot eat it. | <i>Shake your head.</i> |
| So, they go for a walk in the woods while all the foods and drinks are cool. | <i>Point and walk.</i> |
| Then a little monkey comes into the house. | |
| The monkey feels hungry. | <i>Touch the tummy.</i> |
| The monkey sees the foods and drinks. | <i>Look at the table carefully.</i> |
| The monkey tastes the bread. It is yucky. | <i>Take the picture of bread. Frown.</i> |
| The monkey tastes the noodles, yuck. It is yucky too. | <i>Take the picture of noodle. Frown.</i> |
| At last, the monkey tastes the fried chicken then says 'it's yummy, I like it'. | <i>Take the picture of fried chicken. Smile.</i> |

The monkey looks at the fruit.

The monkey tastes the apple then says 'Yummy'.

The monkey tastes the orange and says 'Yummy'.

Then the monkey tastes the banana and eat it, she says "Yummy".

The monkey feels thirsty.

The monkey takes coffee.

The monkey drinks it and says 'Yucky'.

The monkey tastes the juice then says 'Yummy'.

At last, she takes the milk and she says 'Yucky'.

When the three bears come home to eat.

Father bear looks at the table then says: Someone eats my bread and apple and drinks my coffee.

Mother bear says: someone eats my noodle and orange and drinks my juice.

The little bear says: someone eats my fried chicken and banana and drinks my milk.

Then the three bears see the monkey hides under the table.

The monkey shocks and then runs out of the house and never goes back to the three bear's house again.

Take the picture of an apple. Smile.

Take the picture of an orange. Smile.

Take the picture of a banana. Smile.

Move the hand around the throat.

Take the picture of a cup of coffee. Frown.

Take the picture of a glass of juice. Smile.

Take the picture of a glass of milk. Frown.

Put hands on waist. Look.

Put hands on waist. Look.

Put hands on waist. Look.

Sit on the floor, hiding.

Shock. Run.

Activity 4

Listen and Act Out

1. Membaca atau memceritakan kembali cerita "The Greedy Monkey" dengan gambar dan menirukan gerakan yang terdapt dalam cerita.
2. Menghetikan cerita pada beberapa bagian dan menanyakan pertanyaan seperti di bawah ini.

- a) Do you like banana?
 - b) Do you like coffee?
 - c) Do you like noodle?
3. Menanyakan kepada anak tentang cerita yang telah mereka dengar untuk memastikan mereka telah memahami inti cerita.
 4. Membaca kembali cerita. Mengajak seorang siswa untuk maju ke depan kelas dan menirukan cerita bersama-sama.
 5. Menanyakan kembali inti cerita kepada anak dengan menanyakan beberapa hal seperti ; Apakah hal yang terjadi pernah terjadi kepada mereka? Apakah mereka menyukai cerita yang telah dibacakan?
 6. Membacakan kembali cerita. Memastikan semua siswa telah memakai topeng monyet yang mereka buat. Kemudian mengajak mereka untuk menirukan cerita bersama-sama.

Activity 5

Play “Do you like...?” Game

1. Game yang digunakan dalam aktivitas ini dilengkapi dengan gambar makan dan minuman. Permainan ini juga dilengkapi dua set kartu yang berisi wajah monyet yang cemberut dan tersenyum. Aturlah kartu-kartu tersebut agar tercampur dengan baik. Kemudian, letakkan kart-kartu tersebut pada game board.
2. Siswa dipisahkan menjadi dua kelompok dengan jumlah yang sama.
3. Seorang anak melempar dadu yang disediakan dan menjalakan pointer mereka sesuai kotak yang terdapat pada board game.
4. Apabila anak tersebut mendarat pada gambar kosong, dia harus memberikan dadunya kepada teman di kelompok lain.
5. Apabila dia mendarat pada bagian yang ada gambarnya, teman teman dalam satu kelompok harus bertanya dengan menggunakan ekspresi do you like ...? (orange juice, milk, noodle)‘.
6. Jika dia menjawab Yes, I do dia harus mengambil kartu berwarna hijau sedangkan apabila dia menjawab No, I don’t dia harus mengambil kartu berwarna kuning.

7. Siswa tersebut kemudian harus menghitung jumlah wajah yang terdapat dalam kartu. Apabila dia mendapat gambar wajah tersenyum dia harus maju. Apabila dia mendapat wajah cemberut dia harus mundur.
8. Aktivitas ini dilakukan sampai semua anak mendapat giliran untuk melempar dadu.

Activity 6

Listen and Draw

1. Memperbanyak gambar yang ada di lampiran dan memberikannya kepada setiap siswa.
2. Memberikan instruksi kepada anak apabila guru berkata “I like ...” mereka harus membuat gambar wajah tersenyum. Apabila guru berkata “I don’t like ...” mereka harus membuat wajah cemberut.

Unit 3

The Mouse Deer and the Crocodiles



Activity 1

Listen and Sing

1. Menyanyikan lagu “A Little Teapot” dengan memperagakan gerakannya. Aktivitas ini 2 sampai 3 kali.
2. Mengajak anak-anak untuk menyanyi dan menirukan gerakannya.

“A Little Teapot”
“I’m a little teapot short and stout”
[Put your hands on your chest]
“Here is my handle and here is my spout
[Put your right hand on your right waist the, raise make a spout with your left hand]
“When the water is boiling...I just shout”
[Shout ‘wowowowowo’]
“Tip me over and pour me out!”
[Lift a leg up, stand up with a leg]
 “One”, “Two.”, “Three.”, “Four”, “Five”, “Six”, “Seven”, “Eight”, “Nine”,
 “Ten”, “Eleven”, “Twelve”, “Thirteen”, “Fourteen”, “Fifteen”, “Sixteen”,
 “Seventeen”, “Eighteen”, “Nineteen”, “Twenty”
[Say the number loudly]



Activity 2

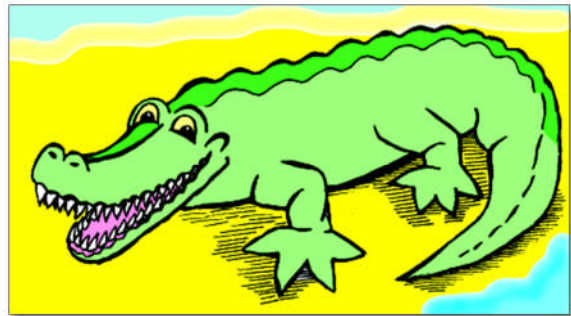
Think and Discuss

1. Menunjukkan gambar dari tokoh dan setting (nama tempat) yang terdapat dalam cerita.
2. Menunjukkan gambar tokoh Mouse deer dan Mr. Croc seperti yang terdapat di bawah ini sambil memberikan pertanyaan dan penjelasan singkat bahwa cerita yang akan diceritakan mempunyai hubungan dengan cerita yang pernah mereka dengarkan di rumah/di sekolah.





Mouse deer



The crocodile on the river

The Story

Story

In a hot day, Mouse Deer goes down to the river to take a drink.

But he knows that the crocodile wait underwater to eat him.

He says out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer doesn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...!

Crocodile grabs the stick and pulled it underwater.
Mouse Deer laughs. Ha ha ha!.

In the next day, Mouse Deer wants to cross the river.

He wants to eat the fruits on the other side of the river.

He calls "Crocodile!" Crocodile rise from the water,

Crocodile says "Hello, Mouse Deer. Have you come to be my food?".

"I have an order from the king. He wants me to count the crocodile in the river."

Instructions

Show the picture of river then walk.

Stop

Pick up a stick

Laugh.

Show the picture of a river then walk.

Point at the fruits.



“You make lines up this side of the river to the other side,” says Mouse Deer.

Say “Line up”.

Crocodile then call all his friends and family.

They line up across the river.

Mouse Deer then jumped onto Crocodile’s back. “One,” he counts. He jumps onto the next crocodile, “Two.” and the next crocodile, “Three.”, “Four”, “Five”, “Six”, “Seven”, “Eight”, “Nine”, “Ten”, “Eleven”, “Twelve”, “Thirteen”, “Fourteen”, “Fifteen”, “Sixteen”, “Seventeen”, “Eighteen”, “Nineteen”, “Twenty”.

Jump 20 times.

Say number 1 to 20 loudly.

Mouse Deer jumps until he comes to the other side of the river.

“How many crocodile are in the river?” asks Crocodile. “20,” says Mouse Deer. He laughs as he run to the forest.

Run and laugh.

Activity 3

Listen and Act Out

1. Membaca dengan lantang atau menceritakan kembali cerita “The Little Indian Boy”. Guru menggunakan gambar yang tersedia sebagai media saat bercerita dan ekspresi yang berbeda-beda sesuai dengan dialog.
2. Menanyakan pertanyaan terkait dengan cerita dalam Bahasa Indonesia. Aktivitas ini bertujuan untuk memastikan anak paham bagian-bagian dari cerita.
3. Menanyakan apa yang terjadi dalam cerita dan apa pendapat mereka tentang cerita yang telah dibacakan.
4. Meletakkan gambar buaya yang terdapat pada lampiran di lantai. Kemudian, mengajak siswa untuk menirukan cerita, bagian terpenting dalam aktivitas ini adalah anak mau melompat dan menghitung jumlah buaya yang mereka lompat.



Activity 4

Listen and Stick

1. Membagi kelas menjadi dua kelompok kemudian mengajak anak untuk berdiri di dalam dua barisan.
2. Menempelkan flashcards (kartu angka yang terdapat di lampiran) di depan barisan. Angka 1-20 diletakkan dengan beraturan/sesuai urutan.
3. Menyebutkan angka 1-20 dalam Bahasa Inggris sambil menunjuk ke kartu yang sudah diurutkan. Guru mengajak anak untuk menirukan apa yang Guru ucapkan.
4. Memulai permainan dengan embisikkan sebuah angka (contoh “Seven”) ke telinga anak yang berdiri di barisan paling belakang. Anak tersebut kemudian membisikkan kata yang dia dengar kepada anak yang beridiri di depannya. Kata tersebut harus terus dibisikkan sampai anak yang berdiri di barisan paling depan. Kemudian, anak yang paling depan itu harus mengambil kartu yang sesuai dengan angka yang dibisikkan. Kartu itu kemudian diberikan kepada guru. Apabila anak tersebut mengambil kartu yang sesuai dengan yang dibisikkan dia akan mendapat stiker gambar bintang yang terdapat di lampiran.
5. Permainan ini harus dilanjutkan hingga semua kartu (1-20) telah berhasil diambil oleh setiap anak semua anak mendapatkan stiker bintang.

Activity 5

Play Magic Matchbox Game

1. Meletakkan kertas gambar buaya dengan angka dibawahnya yang terdapat pada lampiran di dalam kotak. Semua gambar harus digulung terlebih dahulu. Kertas yang digulung itu harus dikocok dulu saat di dalam kotak, agar semua tercampur.
2. Meminta salah satu anak untuk mengambil gulungan kertas bergambar.
3. Menjelaskan kepada anak agar menjawab pertanyaan “How many crocodiles are there?” dengan jumlah gambar buaya yang terdapat pada gulungan kertas mereka.

Apabila anak tersebut menjawab jawaban tersebut dengan benar, maka dia berhak mendapatkan stiker bintang.

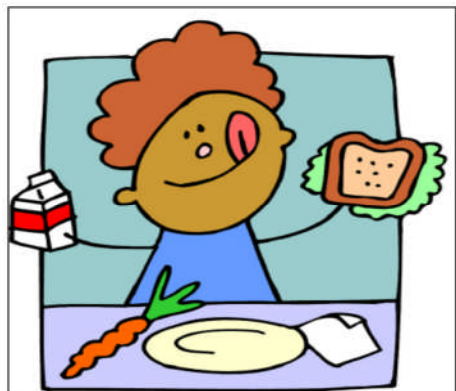
Activity 6

Listen and Color

1. Membagikan lembar kerja siswa yang terdapat di lampiran dan membagikannya kepada semua siswa.
2. Mengajak siswa untuk mewarnai sesuai perintah dibawah ini:
 - “Color the mouse deer brown” (warnai si kancil dengan warna cokelat)
 - “Color four crocodiles brown” (warnai empat buaya dengan warna coklat)
 - “Color three crocodiles green” (warnai tiga buaya dengan warna hijau)
 - “Color two crocodiles grey” (warnai dua buaya dengan warna abu-abu)

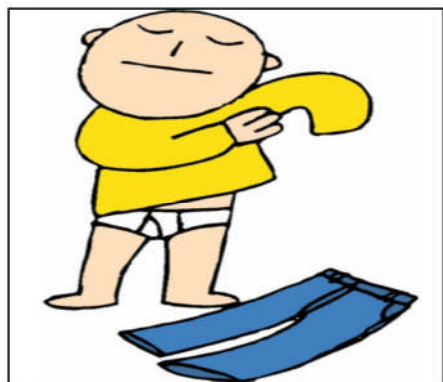
My name is

Listen. Write numbers.



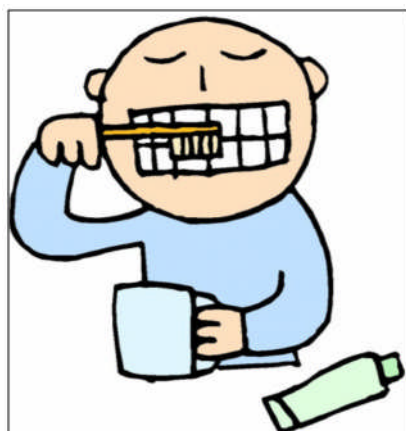


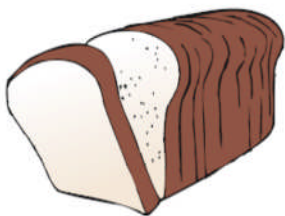






1

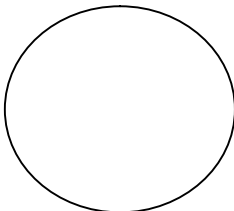
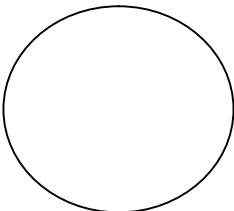
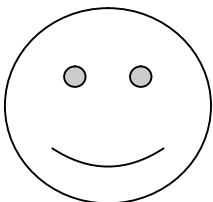




bread



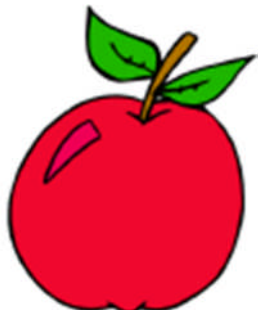
chicken



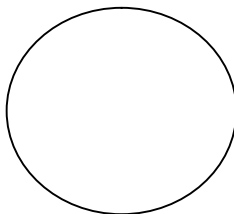
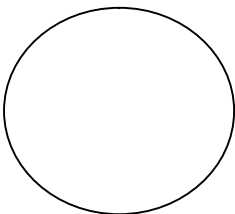
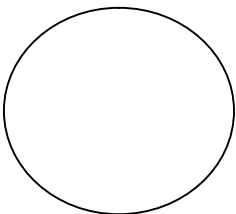
banana



orange



apple



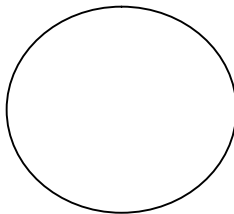
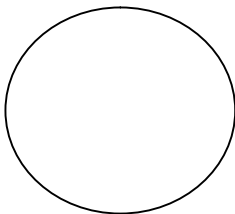
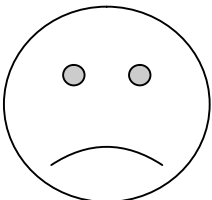
coffee



juice

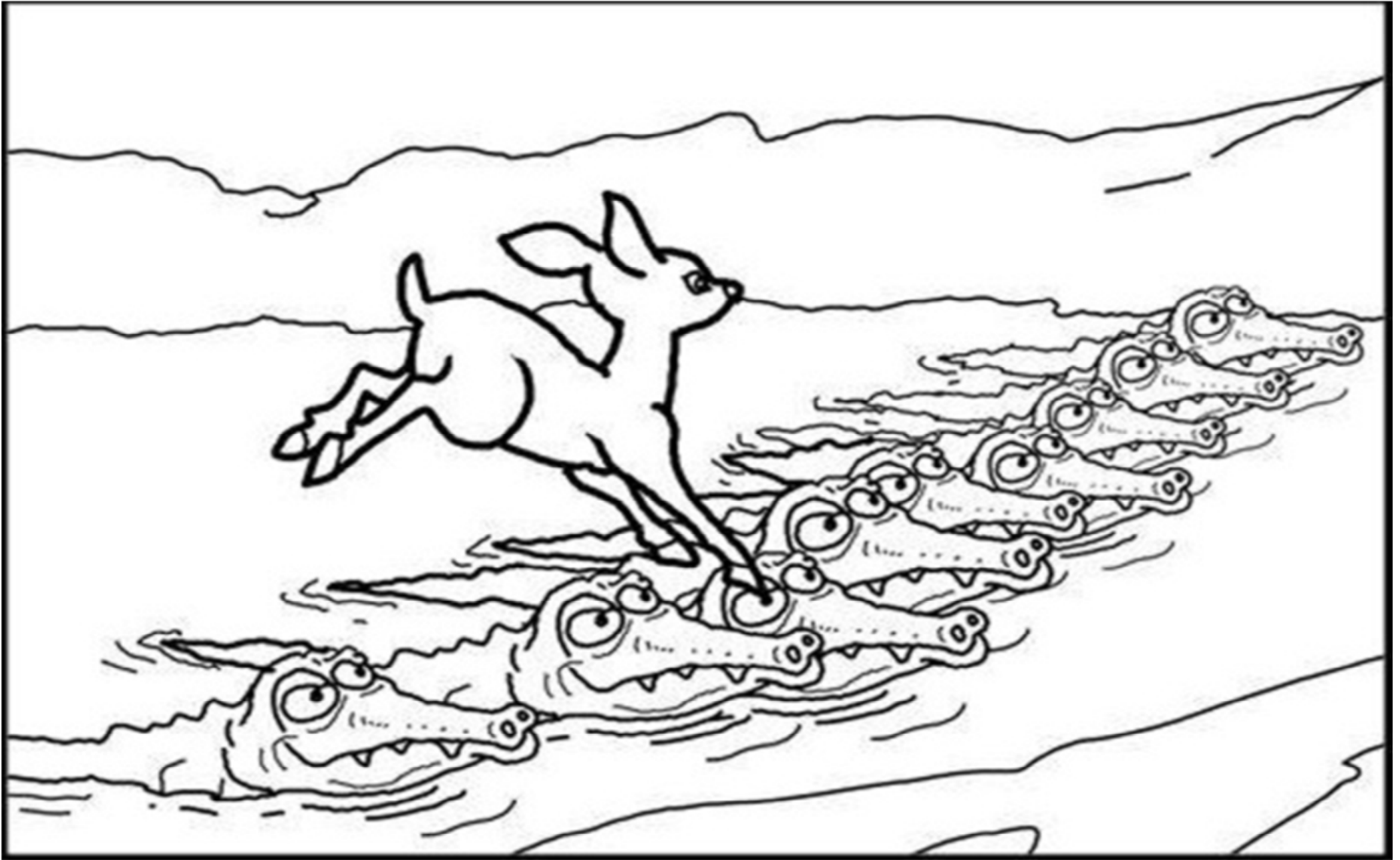


milk



Name:

Color the mouse deer **brown**, 4 crocodiles **brown**, 3 crocodiles **green**, and 2 crocodiles **grey**.



Appendix G

The Final Draft of the Story-based
Activities for the Class B Children of TK

Al-Amien Kadisoka

Unit 1

The Little Indian Boy



Indicators

- The children are able to stick the pictures of the places in the story correctly.
- The children are able to act out the activities in the story.
- The children are able to say the expressions of *Describing Activities*.
- The children are able to write numbers in the pictures of the activities.

Activity 1

Listen and Sing

1. Sing “Ten Little Indian Boys” and act out part of the song.
2. Ask the children to sing along and to count the numbers using their fingers.

“Ten Little Indian Boys”

One little, two little, three little Indians
 Four little, five little, six little Indians
 Seven little, eight little, nine little Indians
 Ten little Indian boys...0Uoooooooo



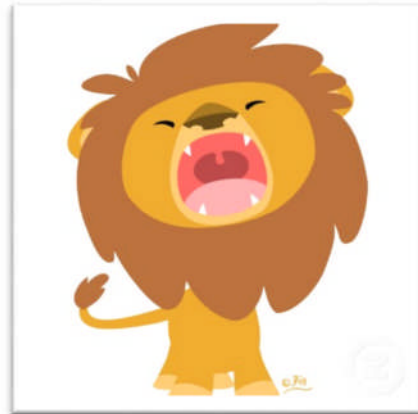
Activity 2

Listen and Discuss

1. Introduce the topic of the little Indian boy. Lead a discussion about a little Indian boy.
2. Tell the characters of the story by showing the pictures below.



The Little Indian Boy



The Lion

3. Show the map which includes the pictures of a house, a garden path, a twisty road, dark wood, tall grass, wet mud, a deep river, a steep hill, and a dark cave. Ask the children to repeat saying the vocabulary in the map after you. The map is shown below.



The Map

4. Lead a discussion of things in the map by asking some questions, for example,
- "Can you swim?"*
- "The cave is dark."*
- "The brown area here is the wet mud. Uch! it is sticky."*

The Story

| Story | Instructions |
|---|---|
| <p>The little Indian boy wakes up. He gets out of bed. He takes a bath. He brushes his teeth He gets dressed. He has his breakfast. He says to his mother ‘Oooooooooo! I am going to play’.</p> | <p><i>Open the eyes and yawn. Step out and stretch. Touch the body and hold a shower. Move the hand around the mouth. Put on a shirt. Eat and drink.</i></p> |
| <p>He walks down the garden path, walk, whistle, walk, whistle, walk, and whistle.</p> | <p><i>Walk and whistle.</i></p> |
| <p>He opens the green gate. Click!.</p> | <p><i>Open the gate, go through it, and close it.</i></p> |
| <p>There’s a twisty road. He walks down the twisty road, walk, whistle, walk, whistle, walk, and whistle.</p> | <p><i>Point. Walk and whistle.</i></p> |
| <p>There’s a dark wood. He goes into the dark wood, quietly, Sh! Sh! Sh! Sh!.</p> | <p><i>Point. Point a finger on lips, move your head to each side.</i></p> |
| <p>He walks through the dark wood, Tip, toe, tip, and toe.</p> | <p><i>Walk on tip toe while swinging the body.</i></p> |
| <p>There’s some tall grass. He walks through grass, swish, swish, swish, swish, and swish.</p> | <p><i>Point. Part the tall grass with your hands.</i></p> |
| <p>There’s some wet mud. He walks through the wet mud, suck, squelch, suck, squelch, suck, squelch.</p> | <p><i>Point. Lift the feet as if pulling them up out of sticky mud.</i></p> |



| | |
|--|--|
| There's a deep river! He swims across the deep river, swim, swim, swim, swim, swim, swim. | <i>Point.</i> <i>Swim with your hands and arms.</i> |
| There's steep hill. He climbs the steep hill, gasp, gasp, gasp, gasp, gasp, gasp. | <i>Point.</i> <i>Swing from side to side and gasp.</i> |
| There's a cave! It's a very dark cave! He looks into the dark cave, peep, peep, peep, peep, peep, and peep. | <i>Point.</i> <i>Look from side to side.</i> |
| He listens. He goes into the dark cave, creep, creep, creep, creep, creep, and creep. Deeper, deeper and deeper into the dark cave. | <i>Several seconds of silence in which your eyes move from side to side.</i> <i>Creep or make your hands creep if you are imitating feet with them.</i> <i>Speak slowly in a whisper and creep</i> |
| Suddenly! Grrrrrrrrrrrrrrrr! A Lion! | <i>Open your eyes wide and look frightened.</i> <i>Say it loudly and tremble at the same time.</i> <i>Shout.</i> |
| The little Indian boy runs out of the cave, pitter, patter, pitter, patter, pitter, patter. Down the hill, stumble, stagger, stumble, stagger, stumble, stagger. Across the river, swim, swim, swim, swim, swim. | <i>Say it quickly.</i> <i>Run or imitate running with your hands.</i> <i>Stagger from side to side with your body.</i> <i>Swim with your hands.</i> |
| Through the mud, suck, squelch, suck, squelch, suck, squelch. | <i>Walk in the sticky mud.</i> |
| Through the grass, swish, swish, swish, swish, swish. | <i>Part the tall grass with your hands.</i> |
| Through the wood, tip, toe, tip, toe, tip, toe. | <i>Run on tiptoe while swinging your body.</i> |

| | |
|---|----------------------------------|
| Up the road, run, run, run, run, run, run. | <i>Run.</i> |
| Open the gate, close the gate, click! | <i>Open and close the gate.</i> |
| Up the garden path, run, run, run, run, and run. | <i>Make a running action.</i> |
| Open the door, close the door, bang! | <i>Open and close the door.</i> |
| ‘Oooooooooooooo! I am tired. | <i>Sit down behind the door.</i> |

Activity 3

Listen and Act Out

1. Read or tell “The Little Indian Boy” story, show the pictures above and act out the parts of the story based on the instructions above.
2. Ask questions about the story in order to check the children’s understanding of the story. Ask the children to think about what happens in the story. Has anything similar happened to them?
3. Read or tell the story again. Call one student to join you in front of the class, give him/her a headband and then ask him/her to act out the story with you.
4. Read or tell the story again. Give headbands to all the children. Ask them to act out the story with you.

Activity 4**Listen and Stick**

1. Divide the class into two groups.
2. Give each group a set of pictures of map. (The pictures are provided in the appendix)
3. Read again the story of The Little Indian Boy and ask them to make a map by sticking the pictures on the large paper.

Activity 5**Guessing Game**

1. Model the activities in the story while saying the expressions of describing activities, for example: “I wake up” , “I get dressed”, “I take a bath”. Ask the children to repeat the expressions after you.
2. Act some activities out. Since you do the daily activities, you may add the word “I...” to ease them in saying the names of the activities only, for example “wake up”, “take a bath” and “have breakfast”.
3. You may help the children to say the expressions. Pay attention on the language use, correct the missed pronunciation.
4. Give star stickers to the children if they get correct answers.

Activity 6**Listen and Write**

1. Give each child a worksheet from the appendix.
2. Ask the children to write number on it based on your instructions, for example,

"I wake up. Hooaam. Write number one on the picture of wake up."

"Yum yum. I have breakfast. Write number two on the picture of I have breakfast."

Unit 2

The Greedy Monkey



Indicators

- The children are able to mention the names of foods and drinks in the story.
- The children are able to act out the activities in the story.
- The children are able to use the language function of *Asking about Likes* and *Expressing Likes and Dislikes*.
- The children are able to draw smiling and frowning face based on the teacher instructions.

Activity 1

Listen and Sing

1. Ask the children to sit in front of the media player.
2. Play the video of “Three Bears” song.

Three Bears

“Look! There are three bears”
“All in the same house”
“Father bear, mother bear, little bear ”
“Father bear is very fat”
“Mother bear is very slim”
“Little bear is so cute I could die”
“What a happy family”



Activity 2

Listen and Discuss

1. Lead discussion about the physical appearances of a monkey and the three bears in the song: *fat*, *slim*, *cute*.
2. Lead discussion about the physical appearance and the characters of the greedy monkey in the story. The aim of this activity is to introduce the “Greedy” characters to the children.
3. Show the pictures of characters of the story below.

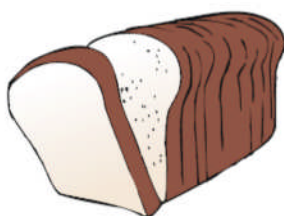


The Greedy Monkey



Father, Mother and Little Bear

4. Display the cards of foods and drinks which include in the story one by one. Say the names of foods and drinks.
5. Ask the children to repeat after you saying the names of foods and drinks.
6. Explain the language function of expressing like and dislikes.



bread



noodles



chicken



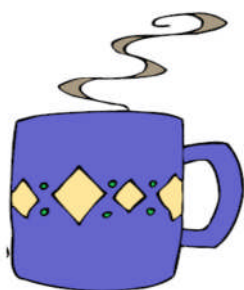
banana



orange



apple



coffee



juice



milk

Activity 3

Make Monkey Masks

1. Photocopy the photocopiable mask from the appendix.
2. Ask the children to cut the mask and then color it.
3. Put a pair of ribbon to the holes in the masks.
4. Help the children to wear the masks.

The Story

Story

There are three bears: father bear, mother bear, and little bear.

The bears live in a house in the middle of the forest.

In the morning mother bear prepares some foods for breakfast.

Mother puts some bread, noodles and fried chicken on the table.

Mother puts apple, orange and banana on the table.

Mother puts coffee, juice and milk.

But the foods are too hot and the bears cannot eat it.

So, they go for a walk in the wood while all the

Instructions

Show the pictures of the bear family.

Point at a picture of wood.

Show the pictures (flashcards)

Put the pictures of foods on the table.

Put the pictures of fruit on the table.

Put the pictures of drinks on the table.

Shake your head.

Point and walk.

foods and drinks get cooler.

Then a little monkey comes into the house.

The monkey feels hungry.

The monkey sees the foods and drinks.

The monkey tastes the bread. It is yucky.

The monkey tastes the noodles, yuck.

It is yucky too.

At last, the monkey tastes the fried chicken then says 'it's yummy, I like it'.

The monkey looks at the fruit.

The monkey tastes the apple then says 'Yummy'.

The monkey tastes the orange and says 'Yummy'.

Then the monkey tastes the banana and eat it, the monkey says "Yummy".

The monkey feels thirsty.

The monkey takes coffee.

The monkey drinks it and says 'Yucky'.

The monkey tastes the juice then says 'Yummy'.

At last, the monkey takes the milk and says 'Yucky'.

When the three bears come home to eat;

Father bear looks at the table then says: Someone eats my bread and apple and drinks my coffee.

Mother bear says: someone eats my noodle and orange and drinks my juice.

The little bear says: someone eats my fried chicken and banana and drinks my milk.

Then the three bears see the monkey hides under the table.

The monkey shocks and then runs out of the house and never goes back to the three bear's house again.

Touch the tummy.

Look at the table carefully.

Take the picture of bread. Frown.

Take the picture of noodle. Frown.

Take the picture of fried chicken. Smile.

Take the picture of an apple. Smile.

Take the picture of an orange. Smile.

Take the picture of a banana. Smile.

Move the hand around the throat.

Take the picture of a cup of coffee. Frown.

Take the picture of a glass of juice. Smile.

Take the picture of a glass of milk. Frown.

Put hands on waist. Look.

Put hands on waist. Look.

Put hands on waist. Look.

Sit on the floor, hiding.

Shock. Run.

Activity 4

Listen and Act Out

1. Read or tell "The Greedy Monkey" story, show pictures, show flashcards, and act out parts of the story.
2. Stop at the mid of the story, ask the children about their favorite foods and drinks.
 - a) Do you like banana?
 - b) Do you like coffee?
 - c) Do you like noodle?
3. Ask questions about the story in order to check that the children understanding of the story.
4. Read or tell the story again. Call one student to join you in front of the class then ask him/her to act out the story with you.
5. Ask the children to think about what happens in the story. Has anything similar happened to them? What they feel about the story?
6. Read or tell the story again. Make sure that all the children have worn their masks. Ask them to act out the story with you.

Activity 5

Play “Do you like...?” Game

1. Use a simple board game, with pictures of foods and drinks on it. The board game is shown below.



2. Provide 2 piles of 12 cards to play the game. There are one to six faces per card, so there are 6 smiling faces and 6 frowning faces in every pile. Divide the pile of the cards into 2 different colors (yellow and green). Shuffle the cards thoroughly but do not mix the two colors together. Then, put the two piles of the cards in the centre of the board.
3. The first child rolls the dice and moves his/her pointer, the other children can count the numbers out loud.
4. When the child lands the pointer on space with food/drink picture the whole group says "Do you like ...?"
5. The child answers "Yes, I do." or "No, I don't". If she/he says yes, she/he takes a card from the green pile; No from the yellow pile.
6. The child counts the number of faces in the card. Then, she/he moves according number of faces they got. If the faces are smiling, the child moves forward. If they are frowning, the child moves backwards.
7. Continue the game until each child has turn to roll the dice.

Activity 6

Listen and Draw

1. Give each child a worksheet from the appendix.
2. Ask the children to draw whether smiling or frowning face in the space based on your instructions. If you say "I like orange" ask them to draw smile face in the space under the orange picture. If you say "I don't like fried chicken" ask them to draw frowning face under the fried chicken picture.

Unit 3

The Mouse Deer and the Crocodiles



Indicators

- The children are able to retell the stories about the Mouse Deer.
- The children are able act out the story.
- The children are able to respond to questions of *Asking Numbers*.
- The children are able to say number 1 to 20.



Activity 1

Listen and Sing

1. Sing "A Little Teapot" song and do the actions of the song.
2. Ask the children to sing along and follow the actions.

"A Little Teapot"

"I'm a little teapot short and stout"

[Put your hands on your chest]

"Here is my handle and here is my spout"

[Put your right hand on your right waist then make a spout with your left hand]

"When the water is boiling...I just shout"

[Shout 'wowowowowo']

"Tip me over and pour me out!"

[Lift a leg up, stand on a leg, and keep quiet]

"One", "Two", "Three", "Four", "Five", "Six", "Seven", "Eight", "Nine", "Ten", "Eleven",
"Twelve", "Thirteen", "Fourteen", "Fifteen", "Sixteen", "Seventeen", "Eighteen",
"Nineteen", "Twenty"

[Say the number loudly]



Activity 2

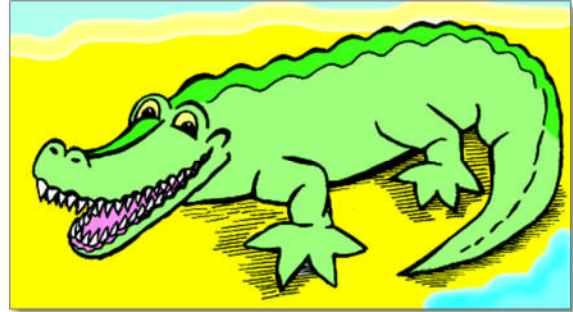
Listen and Discuss

1. Show the pictures below. Tell the names of the characters.
2. Lead the discussion. Ask the children to retell the stories about the Mouse Deer that they have ever heard.
3. Copy the flashcards of numbers in the appendix. Drill the numbers and ask the children to repeat saying the numbers after you.





Mouse Deer



Crocodile

The Story

Story

In a hot day, Mouse Deer goes down to the river to take a drink.

But he knows that the crocodile waits underwater to eat him.

He says out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer doesn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...!

Crocodile grabs the stick and pulled it underwater.

Mouse Deer laughs. Ha ha ha!.

In the next day, Mouse Deer wants to cross the river.

He wants to eat the fruits on the other side of the river.

He calls "Crocodile!" Crocodile rises from the water,

Crocodile says "Hello, Mouse Deer. Have you come to be my food?".

Instructions

Show the picture of the river then walk.

Stop

Pick up a stick

Laugh.

Show the picture of a river then walk.

Point at the fruits.



“I have an order from the king. He wants me to count the crocodile in the river.”

“You make lines up this side of the river to the other side,” says Mouse Deer.

Crocodile then calls all his friends and family.

They line up across the river.

Mouse deer then jumped onto Crocodile’s back. “One,” he counts. He jumps onto the next crocodile, “Two.” and the next crocodile, “Three.”, “Four”, “Five”, “Six”, “Seven”, “Eight”, “Nine”, “Ten”, “Eleven”, “Twelve”, “Thirteen”, “Fourteen”, “Fifteen”, “Sixteen”, “Seventeen”, “Eighteen”, “Nineteen”, “Twenty”.

Mouse deer jumps until he comes to the other side of the river.

“How many crocodiles are in the river?” asks Crocodile. “20,” says Mouse deer. He laughs as he run to the forest.

Say “Line up”.

Jump 20 times.
Say number 1 to 20 loudly.

Run and laugh.

Activity 3

Listen and Act Out

1. Read or tell “The Mouse Deer and The Crocodiles” story, show pictures, and act out part of the story based on the instructions. Put the 20 pictures of crocodiles on the floor, jump on the pictures.
2. Ask questions about the story in order to check the children’s understanding of the story. Ask the children to think about what happens in the story and what they feel about the story.
3. Read or tell again the story, ask a child to volunteer. Ask her/him to act out the story in front of the class with you.
4. Read or tell again the story, ask all the children to act out the story with you.



Activity 4

Listen and Find

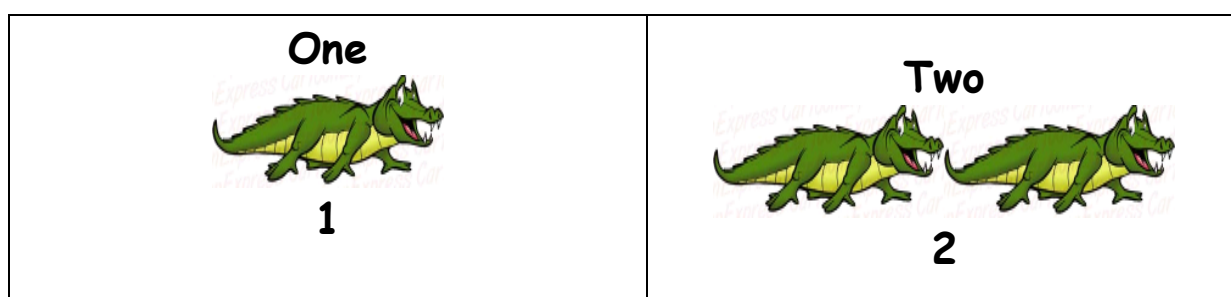
1. Divide the class into 2 groups.
2. Ask the children to stand in two lines.
3. Stick a set of flashcards of numbers on the wall, in front the lines. Put them in the right order (from 1-20). Point and say the numbers before playing the game.
4. The game begins when the teacher whispers a number to the last child. The child has to whisper the word to the child who stands in front of her/him. This activity continues until the child who stands in the first row listens to the word and looks for the correct card. Then, she/he has to give it to the teacher. If she/he gets the correct card, a star sticker will be given as reward.
5. The game continues until all the cards have been taken and all children get the star stickers.

Activity 5

Play Magic Matchbox Game

1. Cut then roll of the crocodile cards from the appendix. Put the rolled cards in the box. Shake the box and ask each child to take a rolled picture in turns.

The cards:



2. When a child takes a rolled card, ask her/him to count the numbers of crocodiles on the paper and hide it from you.
3. Ask the child a question by using the expression "How many crocodiles are there?"



4. If the child answers the number of the crocodiles on the card correctly, then she/he may get a star sticker from you.
5. The game continues until the box is empty and all children get the star stickers. Don't forget to explain the rule of the game and the use of language function of *Asking Numbers* before playing.

Activity 6

Listen and Color

1. Copy and give the worksheet from appendix to each child in the class.
2. Give instructions to the children by using these expressions;

"Color the mouse deer brown"

"Color 3 crocodiles green"

"Color 4 crocodiles red"

"Color 2 crocodiles red"



Story 1

The Little Indian Boy



Indikator

- Anak dapat menirukan gerakan yang ada di dalam cerita.
- Anak dapat menempelkan gambar untuk membuat peta berdasarkan cerita.
- Anak dapat menggunakan ekspresi untuk mendeskripsikan aktivitas.
- Anak dapat menulis angka sesuai gambar yang disediakan berdasarkan perintah guru.



Activity 1

Listen and Sing

1. Guru menyanyikan lagu “10 Little Indian Boys” dengan gerakannya.
2. Guru mengajak anak untuk menyanyi sambil menirukan gerakan.

“Ten Little Indian Boys”

One little, two little, three little Indians
 Four little, five little, six little Indians
 Seven little, eight little, nine little Indians
 Ten little Indian boys...Ooooooooo



Activity 2

Listen and Discuss

1. Guru memperkenalkan topik cerita yang akan dibacakan kepada anak dengan berdiskusi tentang karakter little Indian boy.
2. Guru menunjukkan gambar tokoh utama dan tokoh pendamping dalam cerita dengan menggunakan gambar seperti dibawah ini.



The Little Indian Boy



The Lion



3. Guru menunjukkan peta yang berisi gambar sebuah rumah, pagar rumah, jalan yang berkelok-kelok, hutan yang lebat, rumput yang tinggi, area berlumpur, sungai, bukit yang curam dan sebuah gua yang gelap. Gambar peta seperti di bawah ini.



4. Guru mengajak anak untuk melakukan tanya jawab tentang peta. Guru dapat menanyakan hal-hal seperti di bawah ini:

"Can you swim?"

"The cave is dark."

"The brown area here is the wet mud. Uch! it is sticky."

The Story

| Cerita | Instruksi |
|---|---|
| <p>The little Indian boy wakes up. He gets out of bed. He takes a bath. He brushes his teeth He gets dressed. He has his breakfast. He says to his mother 'Oooooooooo! I am going to play'.</p> | <p><i>Open the eyes and yawn. Step out and stretch. Touch the body and hold a shower. Move the hand around the mouth. Put on a shirt. Eat and drink.</i></p> |



He walks down the garden path, walk, whistle,
walk, whistle, walk, and whistle.

Walk and whistle.

He opens the green gate.
Click!.

Open the gate, go through it, and close it.

There's a twisty road.
He walks down the twisty road, walk, whistle,
walk, whistle, walk, and whistle.

Point.

Walk and whistle.

There's a dark wood.
He goes into the dark wood, quietly,
Sh! Sh! Sh! Sh!.

Point.

*Point a finger on lips, move your head to
each side.*

He walks through the dark wood,
Tip, toe, tip, and toe.

Walk on tip toe while swinging the body.

There's some tall grass.
He walks through grass, swish, swish, swish,
swish, and swish.

Point.

Part the tall grass with your hands.

There's some wet mud.
He walks through the wet mud, suck, squelch,
suck, squelch, suck, squelch.

Point.

*Lift the feet as if pulling them up out of sticky
mud.*

There's a deep river!.
He swims across the deep river, swim, swim,
swim, swim, swim, swim.

Point.

Swim with your hands and arms.

There's steep hill.
He climbs the steep hill, gasp, gasp, gasp, gasp,
gasp, gasp.

Point.

Swing from side to side and gasp.

There's a cave!
It's a very dark cave!
He looks into the dark cave, peep, peep, peep,
peep, peep, and peep.

Point.

Look from side to side.

He listens.

*Several seconds of silence in which your eyes
move from side to side.*

He goes into the dark cave, creep, creep, creep,
creep, creep, and creep.

*Creep or make your hands creep if you are
imitating feet with them.*



2. Setelah bercerita, guru menanyakan isi cerita kepada anak untuk mengecek pemahaman mereka tentang cerita yang dibacakan. Guru juga dapat menanyakan pendapat anak tentang cerita yang dibacakan, apakah mereka menyukai cerita itu atau apakah mereka pernah mengalami pengalaman yang sama.
3. Guru membaca atau menceritakan kembali cerita dengan mengajak seorang anak untuk memperagakan cerita bersama.
4. Guru memberikan ikat kepala Indian kepada setiap anak dan mengajak mereka untuk menirukan cerita bersama-sama sambil membacakan atau menceritakan kembali isi cerita.

Activity 4

Listen and Stick

1. Guru membagi kelas menjadi dua kelompok.
2. Guru memberikan satu perangkat gambar dalam peta yang terdapat dalam lampiran kepada setiap kelompok.
3. Anak menempelkan gambar menjadi sebuah peta sesuai cerita guru. Saat melakukan aktivitas ini, guru dapat mengulang lagi cerita dan memberikan bantuan saat menempel.

Activity 5

Guessing Game

1. Sebelum melakukan permainan, guru memperagakan aktivitas yang dilakukan little Indian boy sambil menyebutkan nama aktivitasnya. Guru kemudian meminta anak untuk menirukan gerakan guru dan mengucapkan nama aktivitasnya. Contoh “I wake up”, “I get dressed”, “I take a bath”.
2. Permainan ini dilakukan dengan cara; Guru memperagakan satu kegiatan yang dilakukan little Indian boy dan anak menebak kegiatan apa yang dilakukan dalam bahasa Inggris.



3. Guru dapat membantu dengan mengucapkan kata “I...” dan anak dapat menebak dengan menggunakan bagian dari kalimat seperti “wake up”, “take a bath” and “have breakfast”.
4. Guru mengoreksi tebakan anak apabila mereka menjawab kurang benar.
5. Guru memberikan stiker berbentuk bintang kepada anak yang mampu menebak aktivitas yang diperagakan dengan benar.

Activity 6

Listen and Write

1. Guru menyediakan lembar kerja yang ada di lampiran kemudian membagikannya kepada setiap anak.
2. Guru memberikan instruksi kepada anak untuk menulis angka tepat di bawah gambar dengan menggunakan instruksi seperti di bawah ini.

“I wake up. Hooaam. Write number one on the picture of wake up”.

“Yum yum. I have breakfast. Write number two on the picture of I have breakfast.”



Story 2

The Greedy Monkey



Indikator

- Anak dapat menyebutkan nama makanan dan minuman yang terdapat di dalam cerita
- Anak dapat menirukan aktivitas yang ada dalam cerita.
- Anak dapat menggunakan fungsi bahasa mengungkapkan suka dan tidak suka.
- Anak dapat menggambar wajah tersenyum dan cemberut sesuai dengan perintah guru.

Activity 1

Listen and Sing

1. Anak duduk di depan pemutar video.
2. Guru menampilkan video klip yang berisi lagu “Three Bears” di depan kelas.

Three Bears

**“Look! There are three bears”
 “All in the same house”
 “Father bear, mother bear, little bear ”
 “Father bear is very fat”
 “Mother bear is very slim”
 “Little bear is so cute I could die”
 “What a happy family”**



Activity 2

Listen and Discuss

1. Guru mengawali diskusi dengan anak tentang karakter dari keluarga beruang yang terdapat di dalam lagu. Guru dapat menggunakan kata *fat*, *slim*, dan *cute*.
2. Guru kemudian mengajak anak untuk berdiskusi tentang tokoh cerita, guru dapat menanyakan bagaimana wujud dan karakter seekor monyet.
3. Saat berdiskusi guru dapat menggunakan media gambar seperti dibawah ini.

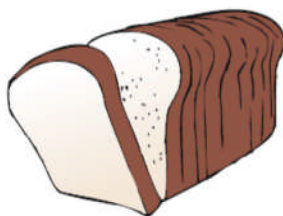


The Greedy Monkey



Father, Mother and Little Bear

4. Guru kemudian menunjukkan gambar makanan dan minuman yang terdapat dalam cerita satu persatu.
5. Guru menyebutkan nama makanan dan minuman satu persatu. Anak menirukan apa yang guru ucapkan.
6. Guru menjelaskan fungsi bahasa menyatakan suka dan tidak suka.



bread



noodles



chicken



banana



orange



apple



coffee



juice



milk

Activity 3

Make monkey masks

1. Guru menyediakan gambar topeng monyet yang terdapat di dalam lampiran sejumlah siswa.
2. Guru meminta anak untuk menggunting kemudian mewarnai topeng tersebut.
3. Guru menaruh pita pada topeng yang telah diwarnai.
4. Guru kemudian membantu anak untuk memakai topeng tersebut.

The Story

Cerita

There are three bears: father bear, mother bear, and little bear.

The bears live in a house in the middle of the forest.

In the morning mother bear prepares some foods for breakfast.

Mother puts some bread, noodles and fried chicken on the table.

Mother puts apple, orange and banana on the table.

Mother puts coffee, juice and milk.

Instruksi

Show the pictures of the bear family.

Point at a picture of wood.

Show the pictures (flashcards)

Put the pictures of foods on the table.

Put the pictures of fruit on the table.

Put the pictures of drinks on the table.

But the foods are too hot and the bears cannot eat it.

So, they go for a walk in the wood while all the foods and drinks get cooler.

Then a little monkey comes into the house.

The monkey feels hungry.

The monkey sees the foods and drinks.

The monkey tastes the bread. It is yucky.

The monkey tastes the noodles, yuck.
It is yucky too.

At last, the monkey tastes the fried chicken then says 'it's yummy, I like it'.

The monkey looks at the fruit.

The monkey tastes the apple then says 'Yummy'.

The monkey tastes the orange and says 'Yummy'.

Then the monkey tastes the banana and eat it, the monkey says "Yummy".

The monkey feels thirsty.
The monkey takes coffee.
The monkey drinks it and says 'Yucky'.

The monkey tastes the juice then says 'Yummy'.

At last, the monkey takes the milk and says 'Yucky'.

When the three bears come home to eat;

Father bear looks at the table then says: Someone eats my bread and apple and drinks my coffee.

Mother bear says: someone eats my noodle and orange and drinks my juice.

The little bear says: someone eats my fried chicken and banana and drinks my milk.

Then the three bears see the monkey hides under

Shake your head.

Point and walk.

Touch the tummy.

Look at the table carefully.

Take the picture of bread. Frown.

Take the picture of noodle. Frown.

*Take the picture of fried chicken.
Smile.*

Take the picture of an apple. Smile.

Take the picture of an orange. Smile.

*Take the picture of a banana.
Smile.*

*Move the hand around the throat.
Take the picture of a cup of coffee.
Frown.*

*Take the picture of a glass of juice.
Smile.*

*Take the picture of a glass of milk.
Frown.*

Put hands on waist. Look.

Put hands on waist. Look.

Put hands on waist. Look.

Sit on the floor, hiding.

the table.

The monkey shocks and then runs out of the house and never goes back to the three bear's house again.

Shock. Run.

Activity 4

Listen and Act Out

1. Guru membaca atau menceritakan kembali cerita "The Greedy Monkey" dengan gambar dan menirukan gerakan yang terdapat dalam cerita sesuai dengan instruksi di atas.
2. Bila memungkinkan, guru menghentikan cerita pada beberapa bagian dan menanyakan pertanyaan seperti di bawah ini kepada anak.
 - a) Do you like banana?
 - b) Do you like coffee?
 - c) Do you like noodle?
3. Guru menanyakan kepada anak tentang cerita yang sudah mereka dengar untuk memastikan mereka telah memahami isi cerita.
4. Guru guru mengajak seorang anak untuk maju ke depan kelas dan menirukan cerita bersama-sama kemudian guru membaca atau menceritakan kembali ceritanya.
5. Guru memastikan semua siswa telah memakai topeng monyet yang mereka buat dan mengajak mereka untuk menirukan cerita bersama-sama. Guru dapat membaca atau menceritakan kembali cerita tersebut.

Activity 5

Play "Do you like...?" Game

1. Game yang digunakan dalam aktivitas ini dilengkapi dengan gambar makanan dan minuman seperti di bawah ini.



2. Permainan ini juga dilengkapi dua set kartu yang berisi wajah monyet yang cemberut dan tersenyum. Aturlah kartu-kartu tersebut agar tercampur dengan baik. Kemudian, letakkan kartu-kartu tersebut pada game board.
3. Anak dipisahkan menjadi dua kelompok dengan jumlah yang sama.
4. Seorang anak melempar dadu yang disediakan dan menggerakkan pointer mereka sesuai kotak yang terdapat pada board game.
5. Saat anak tersebut menggerakkan pointer pada satu gambar, teman-teman dalam satu kelompok harus bertanya dengan menggunakan kalimat "Do you like ...?"
6. Jika dia menjawab "Yes, I do" dia harus mengambil kartu berwarna hijau sedangkan apabila dia menjawab "No, I don't" dia harus mengambil kartu berwarna kuning.
7. Anak tersebut kemudian menghitung jumlah wajah yang terdapat dalam kartu. Apabila dia mendapat gambar wajah tersenyum dia harus maju lagi sesuai jumlah gambar di kartu. Apabila dia mendapat wajah cemberut dia harus mundur. Aktivitas ini dilakukan bergantian untuk tiap kelompok.
8. Permainan dapat dilakukan sampai semua anak mendapat giliran untuk melempar dadu.

Activity 6

Listen and Draw

1. Guru menyediakan gambar yang ada di lampiran dan memberikannya kepada setiap anak.
2. Dalam mengerjakan kegiatan ini guru dapat memberikan instruksi kepada anak dengan berkata “I like orange” dan mereka harus membuat gambar wajah tersenyum pada bagian di bawah gambar jeruk dan apabila guru berkata “I don’t like fried chicken” mereka harus membuat wajah cemberut di lingkaran yang telah disediakan di bawah gambar ayam goreng.

Unit 3

The Mouse Deer and the Crocodiles



Indikator

- Siswa dapat menceritakan kembali cerita Kancil yang pernah mereka dengar.
- Siswa dapat melakukan gerakan yang terdapat dalam cerita.
- Siswa dapat menjawab pertanyaan “How many animals are there?”
- Siswa dapat mengucapkan angka 1-20 dalam Bahasa Inggris.

Activity 1

Listen and Sing

1. Guru menyanyikan lagu "A Little Teapot" dengan memperagakan gerakannya.
2. Guru mengajak anak-anak untuk menyanyi dan menirukan gerakannya.

"A Little Teapot"

"I'm a little teapot short and stout"

[Put your hands on your chest]

"Here is my handle and here is my spout"

[Put your right hand on your right waist then make a spout with your left hand]

"When the water is boiling...I just shout"

[Shout 'wowowowowo']

"Tip me over and pour me out!"

[Lift a leg up, stand up with a leg]

**"One", "Two.", "Three.", "Four", "Five", "Six", "Seven", "Eight", "Nine",
"Ten", "Eleven", "Twelve", "Thirteen", "Fourteen", "Fifteen", "Sixteen",
"Seventeen", "Eighteen", "Nineteen", "Twenty"**

[Say the number loudly]



Activity 2

Listen and Discuss

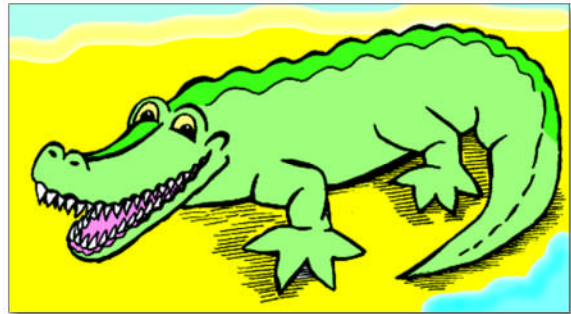
1. Guru menunjukkan gambar tokoh yang terdapat dalam cerita seperti di bawah ini.
2. Guru memberikan pertanyaan dan penjelasan singkat bahwa cerita yang akan diceritakan mempunyai hubungan dengan cerita yang mungkin pernah mereka dengarkan di rumah/di sekolah. Guru meminta anak untuk menceritakan kembali cerita Kancil yang pernah mereka dengarkan.



3. Guru menyiapkan kartu angka yang ada dalam lampiran. Guru menyebutkan angka dan anak menirukannya.



Mouse Deer



Crocodile

The Story

Cerita

In a hot day, Mouse Deer goes down to the river to take a drink.

But he knows that the crocodile waits underwater to eat him.

He says out loud. "I wonder if the water's warm. I'll put in my leg and find out." Of course Mouse Deer doesn't put in his leg. He picked up a stick instead and put one end into the water. Chomp...!

Crocodile grabs the stick and pulled it underwater.

Mouse Deer laughs. Ha ha ha!.

In the next day, Mouse Deer wants to cross the river.

He wants to eat the fruits on the other side of the river.

He calls "Crocodile!" Crocodile rises from the water,

Crocodile says "Hello, Mouse Deer. Have you come to be my food?".

Instruksi

Show the picture of the river then walk.

Stop

Pick up a stick

Laugh.

Show the picture of a river then walk.

Point at the fruits.



“I have an order from the king. He wants me to count the crocodile in the river.”

“You make lines up this side of the river to the other side,” says Mouse Deer.

Crocodile then calls all his friends and family.

They line up across the river.

Mouse deer then jumped onto Crocodile’s back. “One,” he counts. He jumps onto the next crocodile, “Two.” and the next crocodile, “Three.”, “Four”, “Five”, “Six”, “Seven”, “Eight”, “Nine”, “Ten”, “Eleven”, “Twelve”, “Thirteen”, “Fourteen”, “Fifteen”, “Sixteen”, “Seventeen”, “Eighteen”, “Nineteen”, “Twenty”.

Mouse deer jumps until he comes to the other side of the river.

“How many crocodiles are in the river?” asks Crocodile. “20,” says Mouse deer. He laughs as he run to the forest.

Say “Line up”.

Jump 20 times.
Say number 1 to 20 loudly.

Run and laugh.

Activity 3

Listen and Act Out

1. Guru membaca atau menceritakan kembali cerita “The Mouse Deer and the Crocodiles”. Guru menggunakan gambar yang tersedia sebagai media saat bercerita dan ekspresi yang berbeda-beda sesuai dengan dialog. Guru meletakkan 20 gambar buaya di lantai dan melompati gambar saat membacakan cerita.
2. Guru menanyakan pertanyaan terkait dengan cerita. Aktivitas ini bertujuan untuk memastikan anak memahami bagian-bagian dari cerita.
3. Guru membaca atau menceritakan kembali cerita, kemudian meminta satu orang anak untuk maju ke depan kelas dan menirukan aktivitas guru saat bercerita.
4. Guru membaca atau menceritakan kembali cerita, kemudian mengajak semua anak untuk menirukan cerita, bagian terpenting dalam aktivitas ini adalah anak mau melompat dan menghitung dengan lantang jumlah buaya yang mereka lompoti.



Activity 4

Listen and Find

1. Guru membagi kelas menjadi dua kelompok.
2. Guru meminta anak untuk berdiri di dalam dua barisan.
3. Guru menempelkan flashcards (kartu angka yang terdapat di lampiran) di dinding, di depan barisan. Angka 1-20 diletakkan beraturan/sesuai urutan.
4. Guru menyebutkan angka 1-20 dalam Bahasa Inggris sambil menunjuk ke kartu yang sudah diurutkan. Guru mengajak anak untuk menirukan apa yang Guru ucapkan.
5. Permainan ini dimulai dengan Guru membisikkan sebuah angka (contoh “Seven”) ke telinga anak yang berdiri di barisan paling belakang. Anak tersebut kemudian membisikkan kata yang dia dengar kepada anak yang berdiri di depannya. Kata tersebut harus terus dibisikkan sampai anak yang berdiri di barisan paling depan. Kemudian, anak yang paling depan itu harus mengambil kartu yang sesuai dengan angka yang dibisikkan. Sesudah itu, kartu tersebut diberikan kepada guru. Apabila anak tersebut mengambil kartu yang sesuai dengan yang dibisikkan, dia akan mendapat stiker gambar bintang yang terdapat di lampiran.
6. Permainan ini harus dilanjutkan hingga semua kartu (1-20) telah berhasil diambil oleh setiap anak dan semua anak mendapatkan stiker bintang.

Activity 5

Play Magic Matchbox Game

1. Guru meletakkan kertas gambar buaya dengan angka di bawahnya yang terdapat pada lampiran di dalam kotak. Semua gambar harus digulung terlebih dahulu. Kertas yang digulung itu harus dikocok saat di dalam kotak agar semua tercampur.
2. Guru meminta satu anak untuk mengambil gulungan kertas bergambar kemudian menyembunyikannya dari guru.

3. Guru menjelaskan kepada anak bagaimana menjawab pertanyaan “How many crocodiles are there?” dengan jumlah gambar buaya yang terdapat pada gulungan kertas mereka. Apabila anak tersebut menjawab dengan benar, maka dia berhak mendapatkan stiker bintang.
4. Permainan ini dilanjutkan hingga gulungan kertas dalam kotak habis dan semua anak mendapatkan stiker bintang.

Activity 6

Listen and Color

1. Guru memperbanyak lembar kerja yang terdapat di lampiran dan membagikannya kepada semua siswa.
2. Guru meminta siswa untuk mewarnai sesuai perintah dibawah ini:
 - “Color the mouse deer brown” (warnai si kancil dengan warna coklat)
 - “Color four crocodiles brown” (warnai tiga buaya dengan warna coklat)
 - “Color three crocodiles green” (warnai tiga buaya dengan warna hijau)
 - “Color two crocodiles grey” (warnai dua buaya dengan warna abu-abu)

Appendices

1. Pictures

2. Worksheets

3. Answer Key



Unit 1**The Little Indian Boy**

Picture : The Little Indian Boy



Picture 2: The Lion



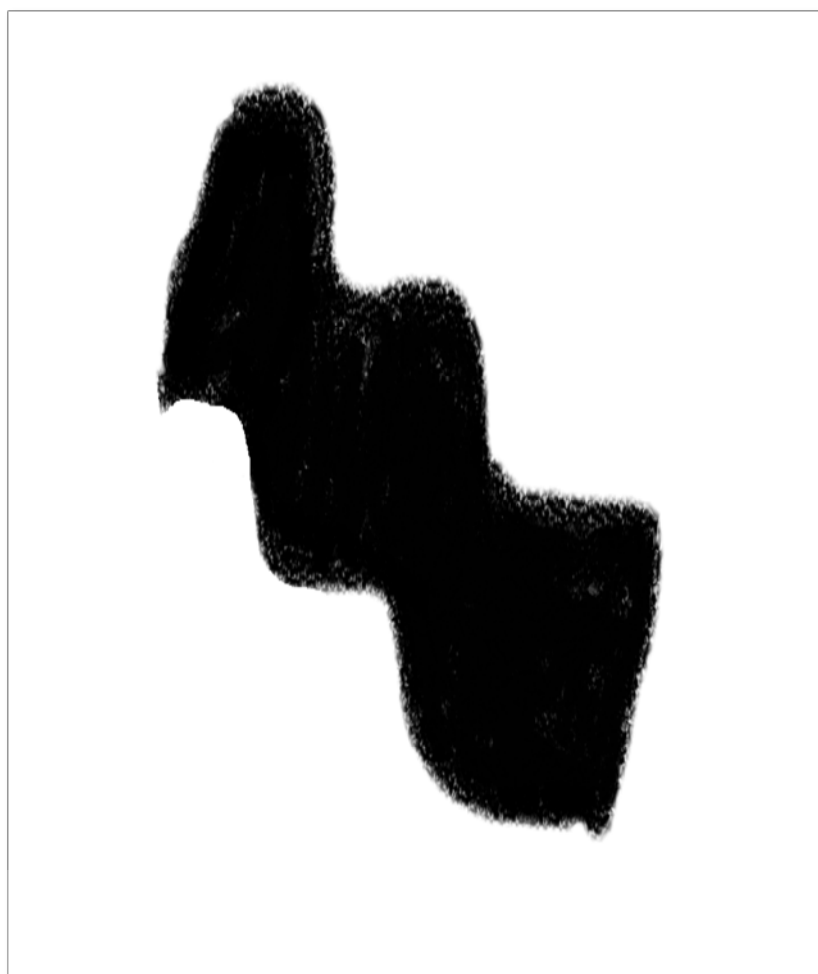
Picture 3: The Map



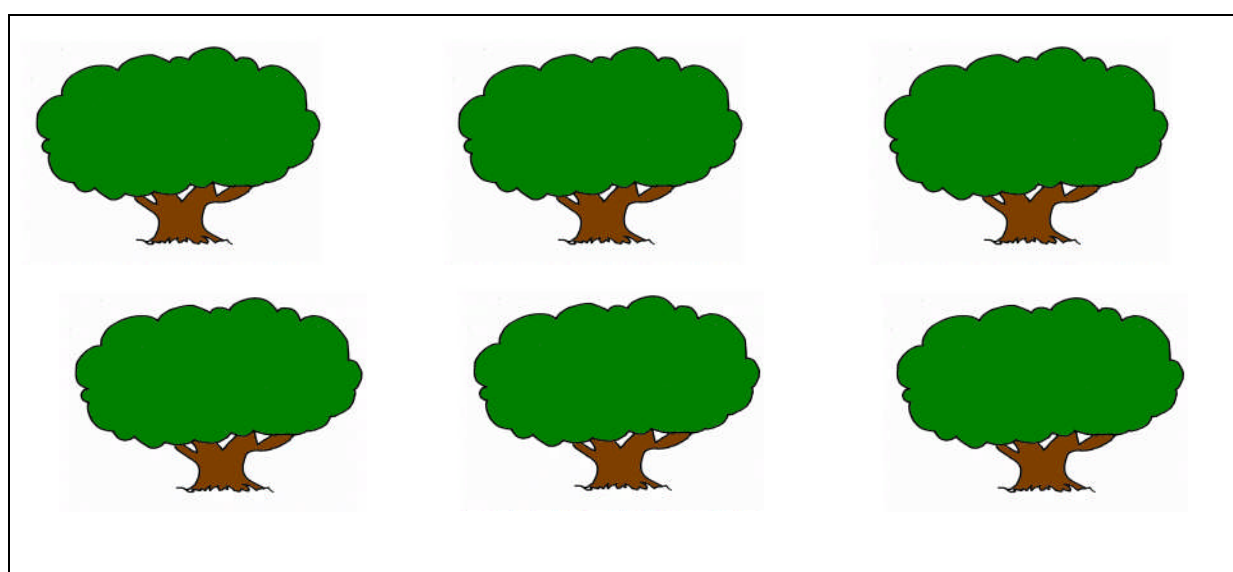
Picture 4: The House



Picture 5 : The Twisty Road



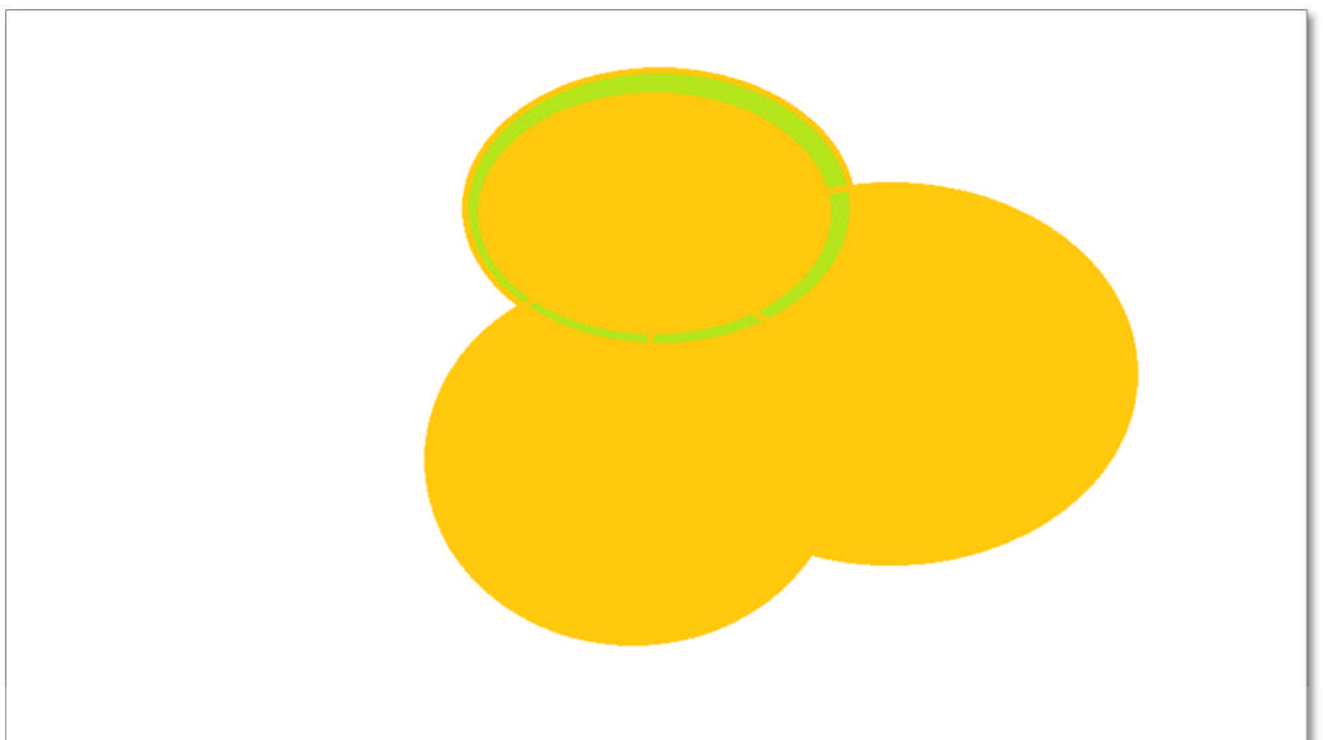
Picture 7 : The Dark Wood



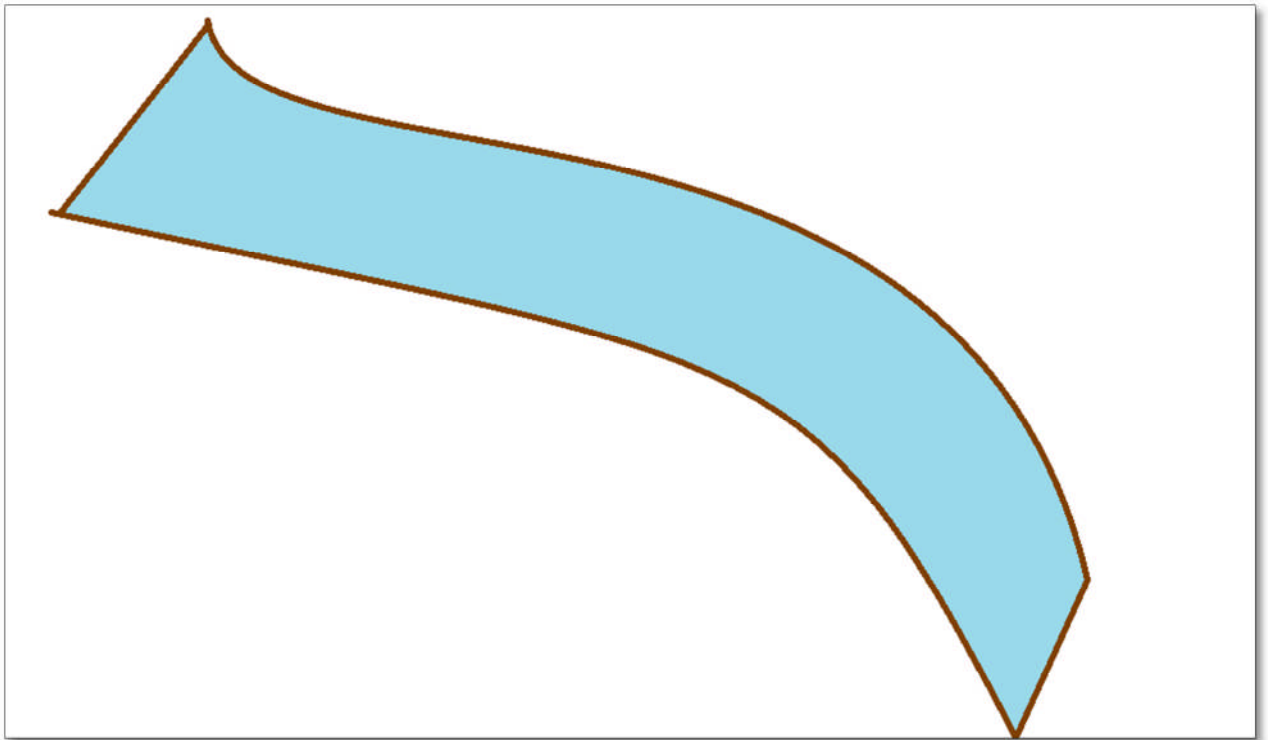
Picture 8 : The Tall Grass



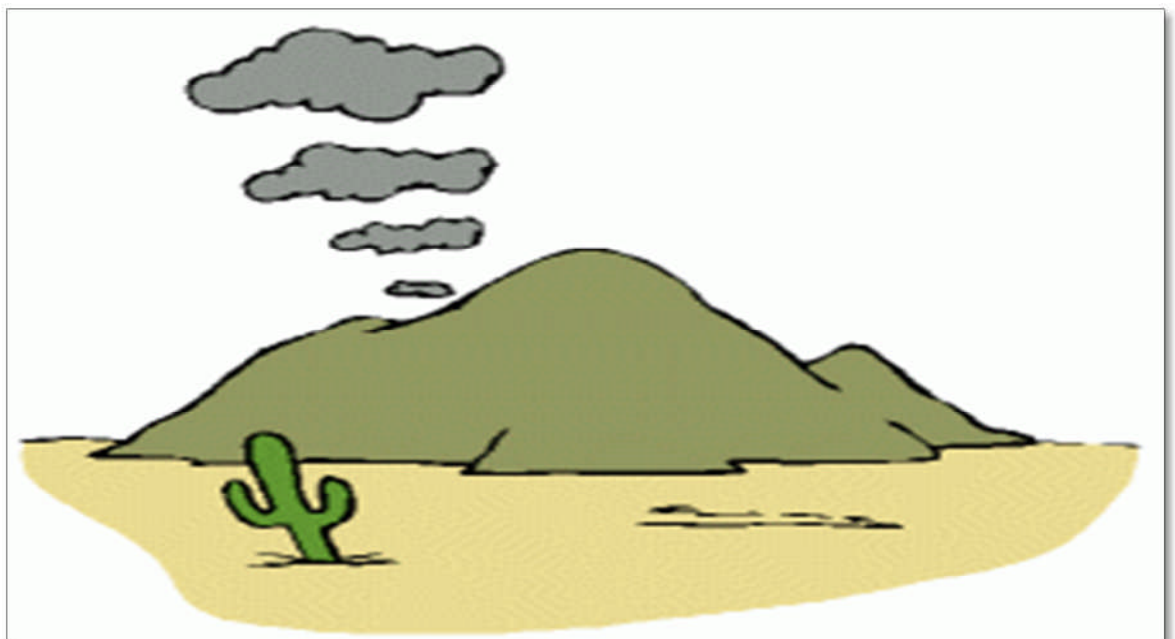
Picture 9: The Sticky Mud



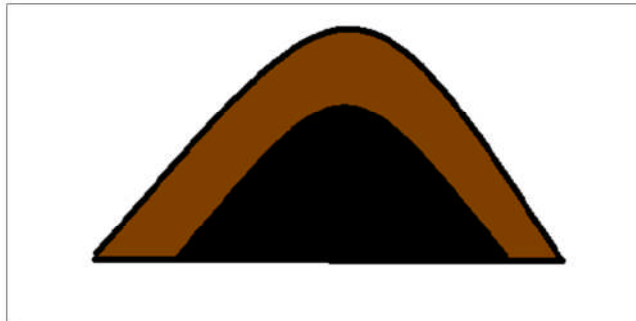
Picture 10: The Deep River



Picture 11: The Steep Hill



Picture 12: The Dark Cave



Picture 13: The little Indian boy Headband



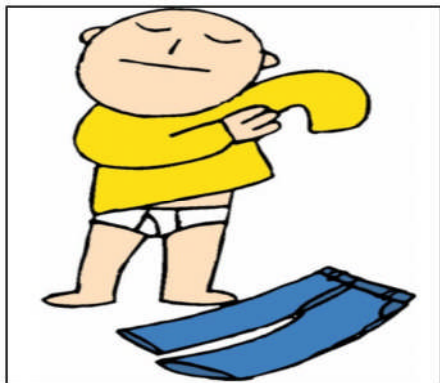
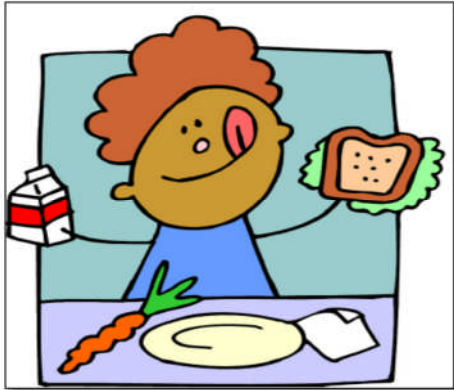
Materials :

1. Feathers (for each child- feather duster, quick and inexpensive feathers)
2. Brown ribbon (50cm for each child)
3. Tape

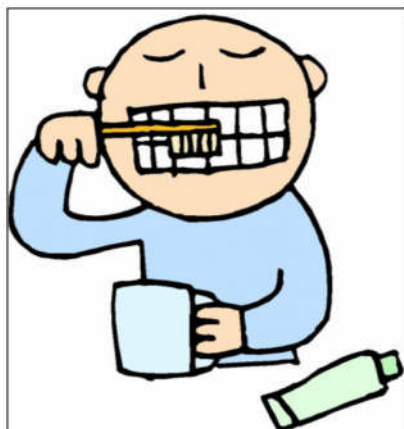
My name is

264

Listen. Write numbers.



1



The Answer key for worksheet 1

1. I wake up

2. I get out of bed

3. I take a bath

4. I brush my teeth

5. I get dressed

6. I have breakfast

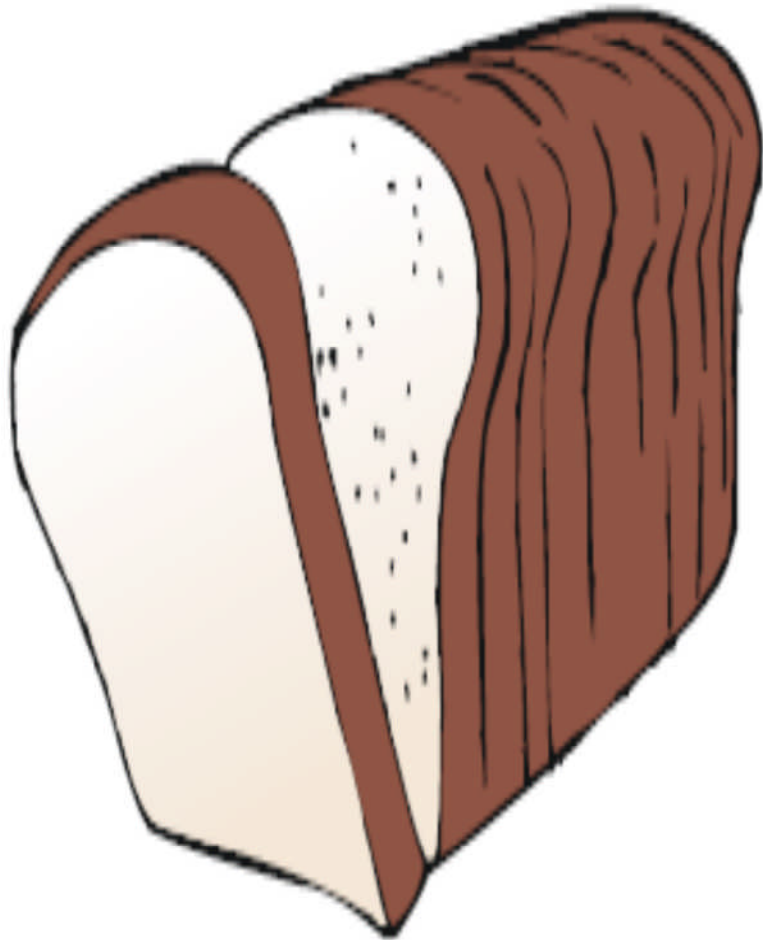
Unit 2**The Greedy Monkey**

Picture 1 : The Three Bears



Picture 2 : The Greedy Monkey

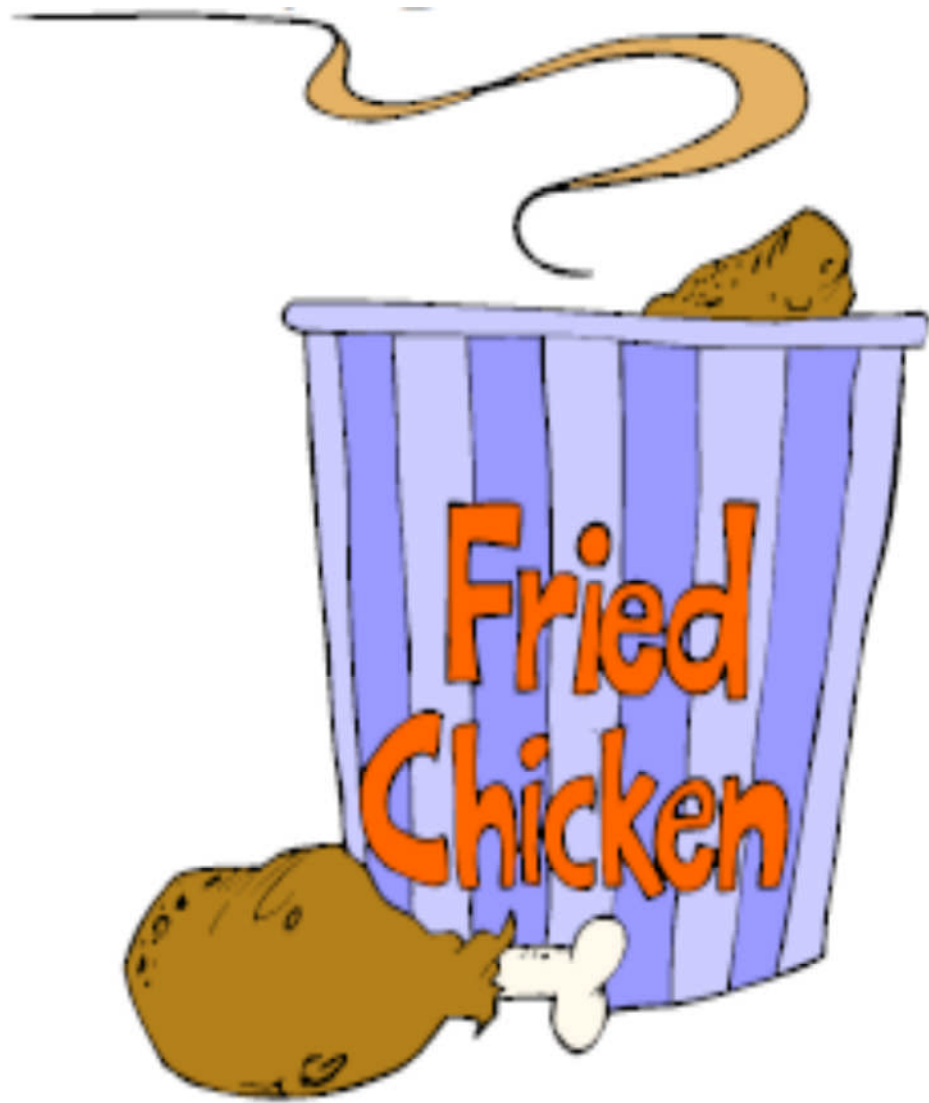




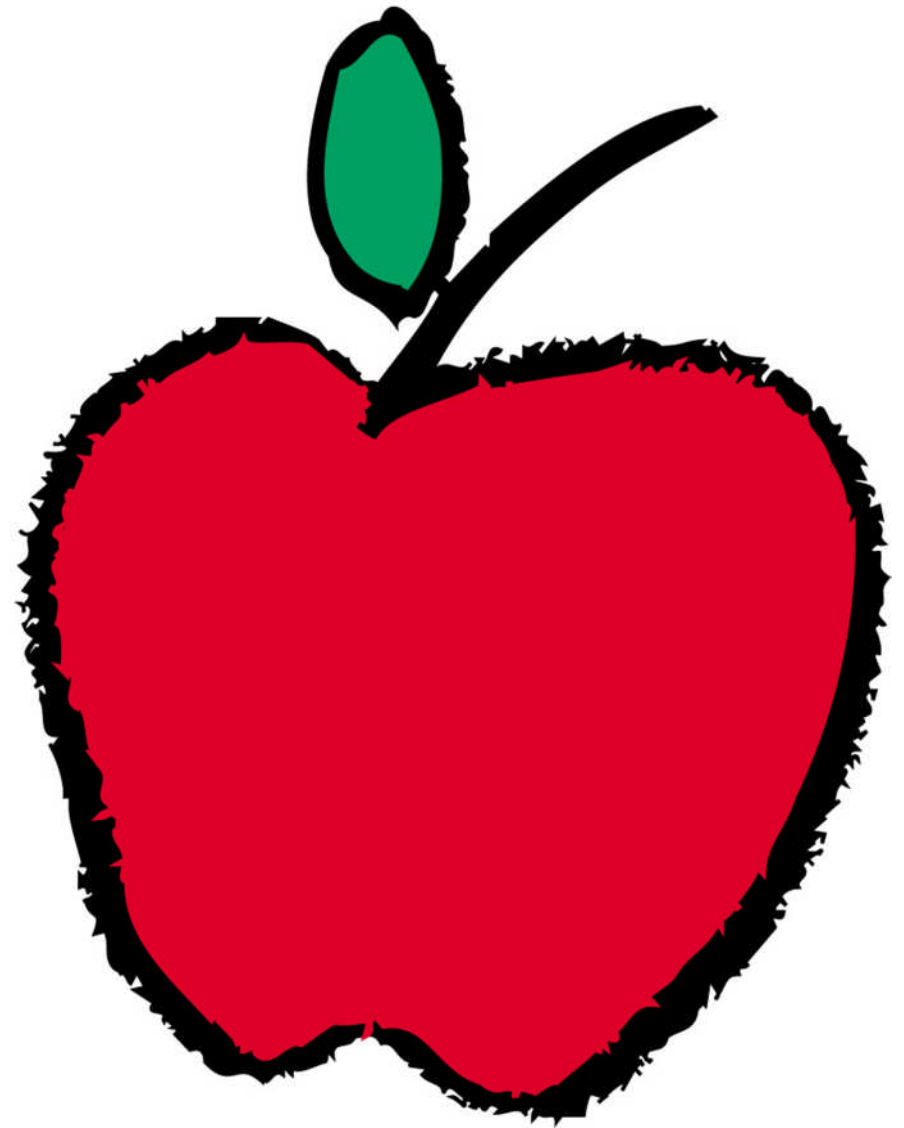
bread



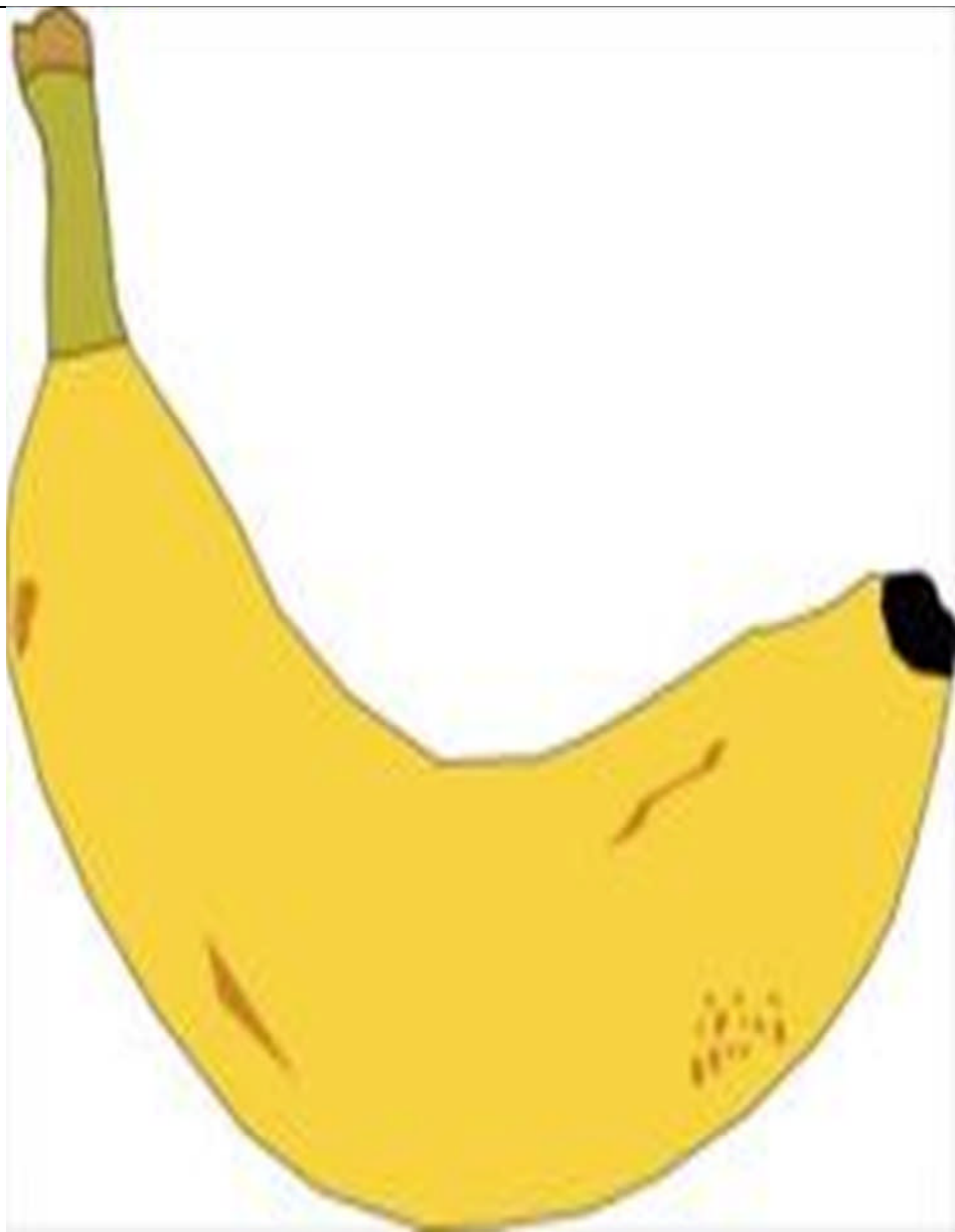
noodles



chicken



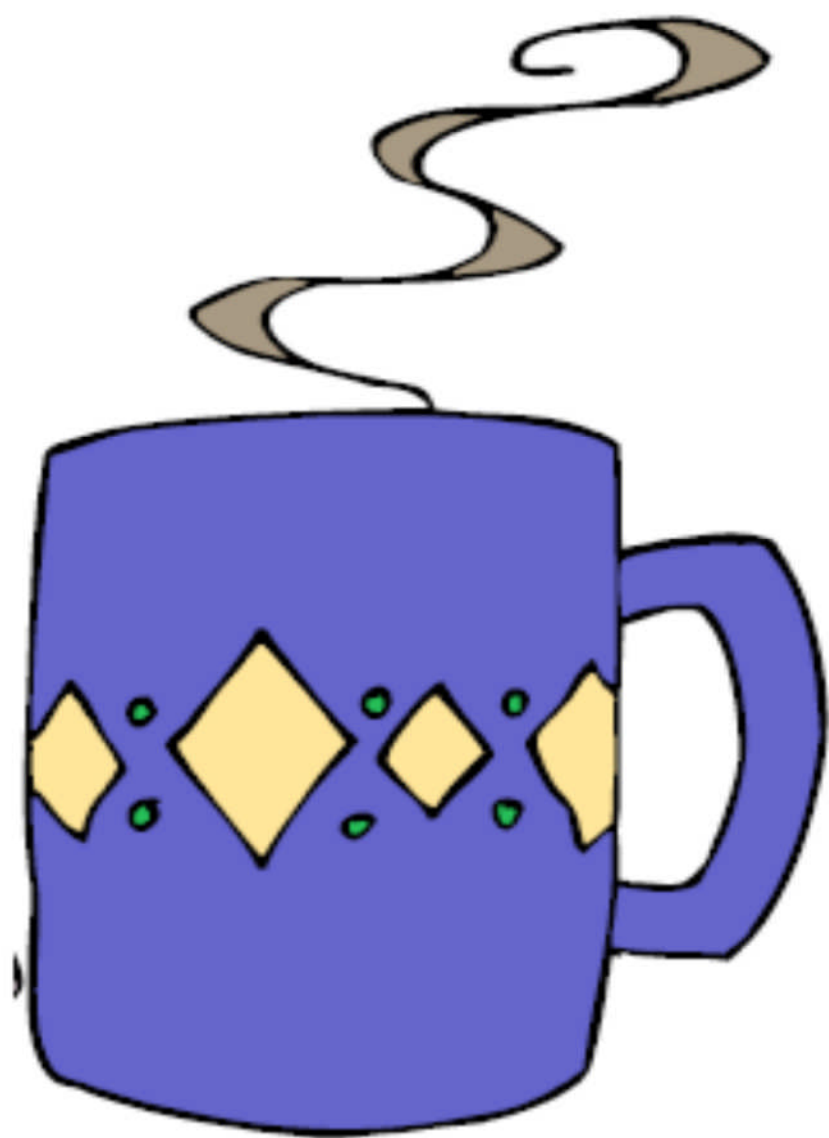
apple



banana



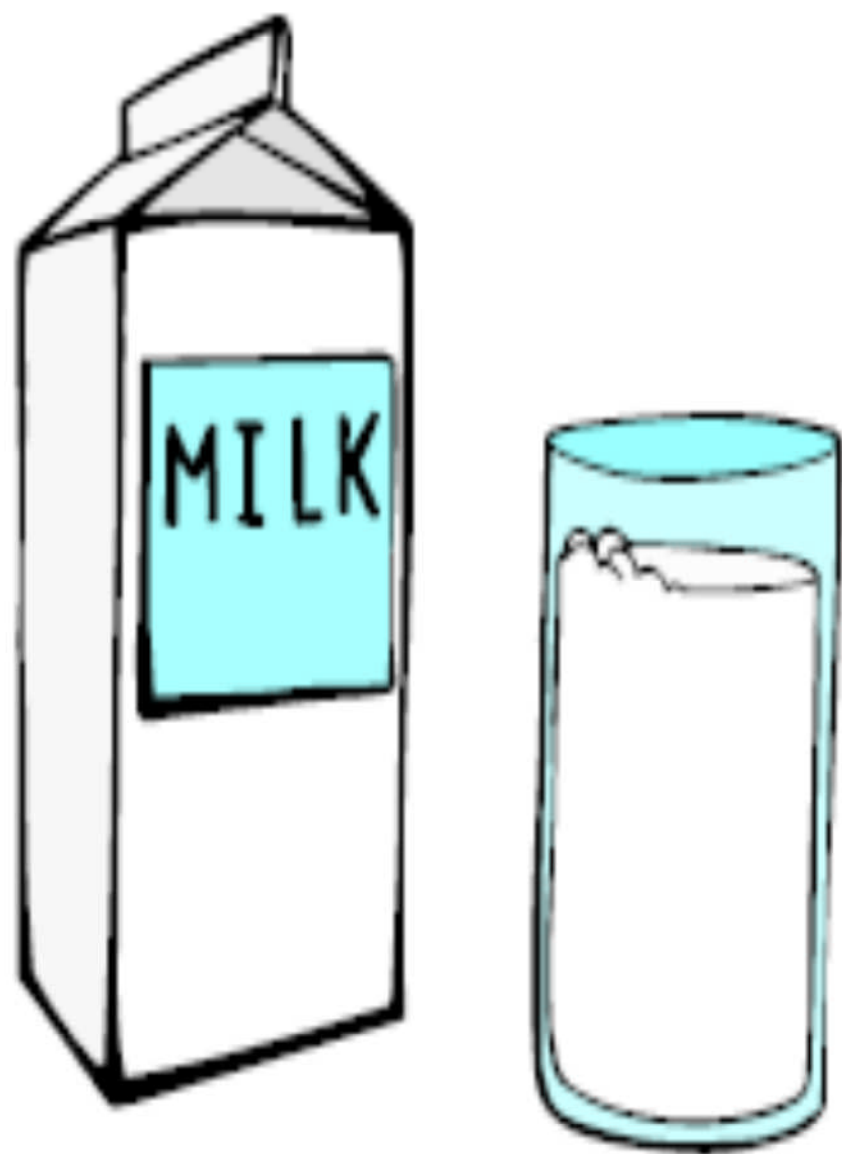
orange



coffee



juice

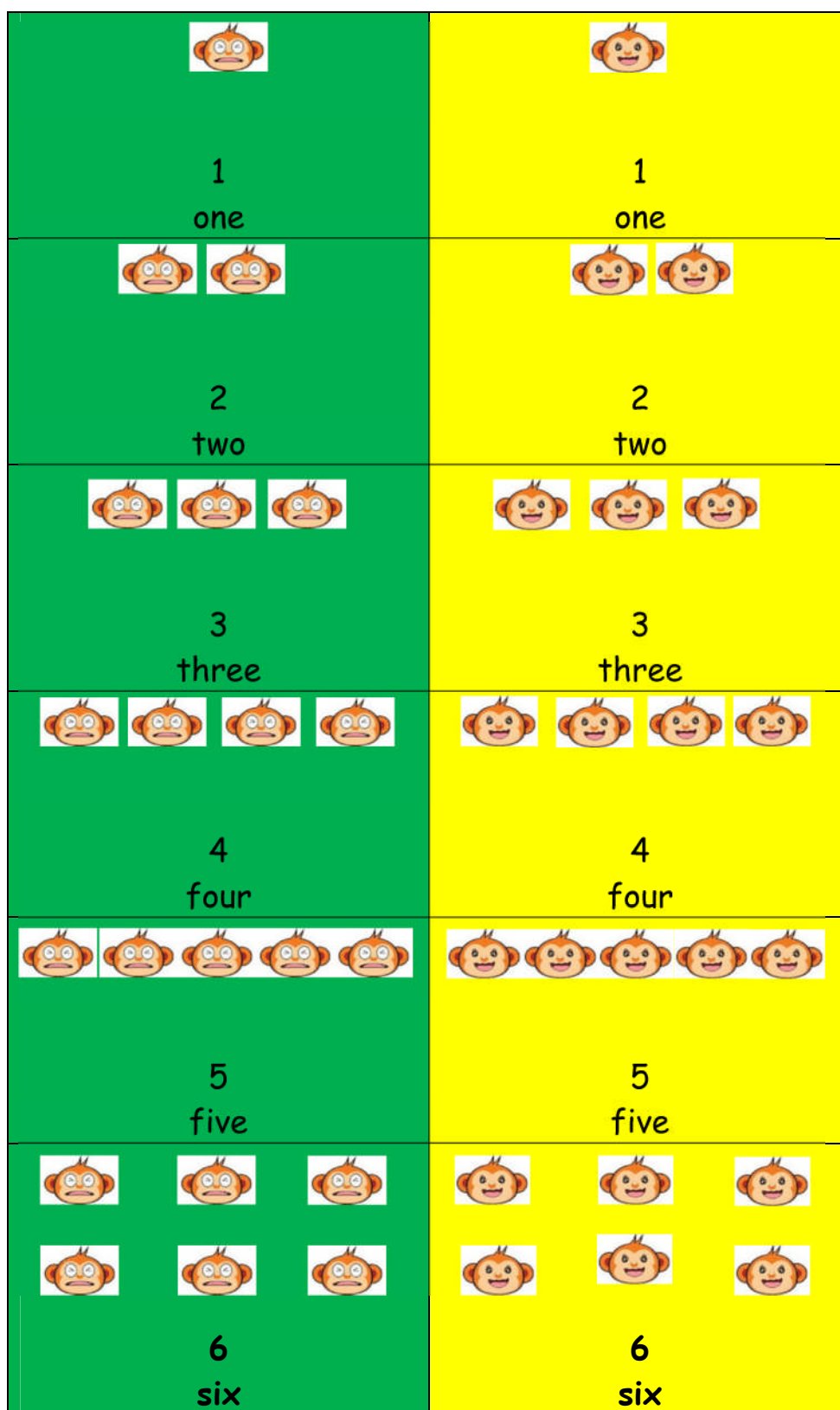


milk

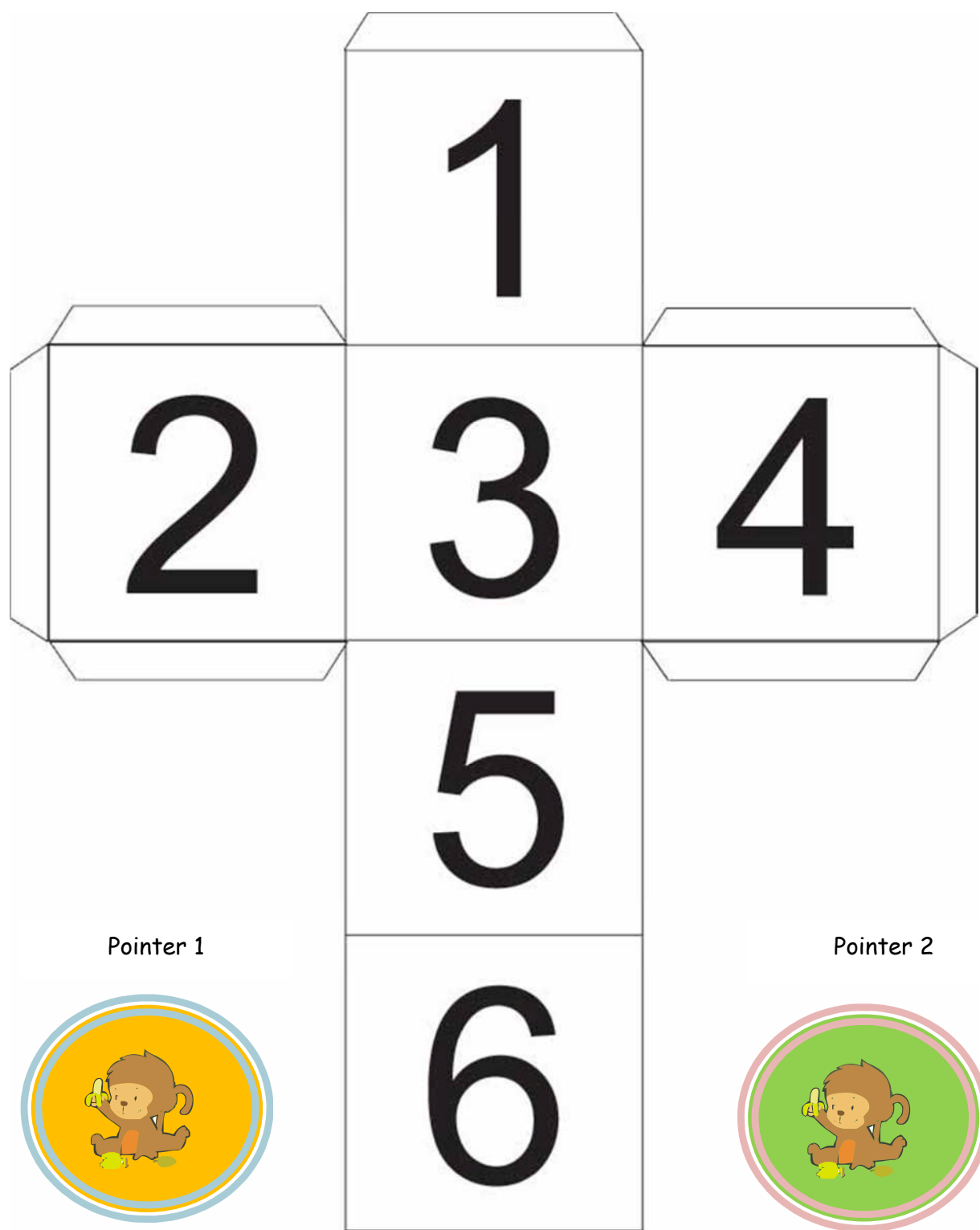
Picture 12: The Monkey Mask



Picture 13: The Monkey Cards for the "Do you like...?" game



Picture 13: The dice for "Do you like...?" game and the pointers



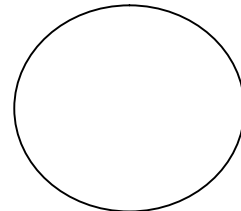
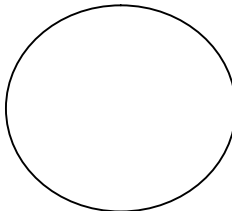
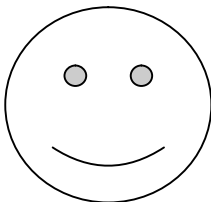
My name is: _____



bread



chicken



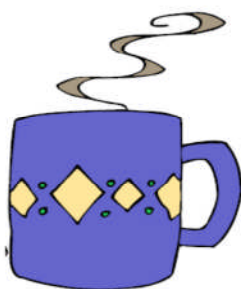
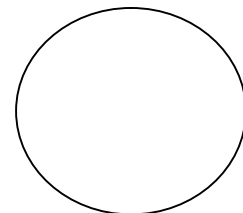
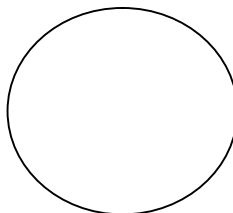
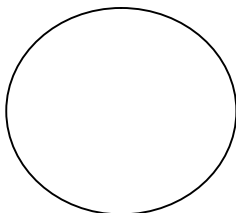
banana



orange



apple



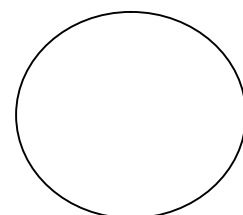
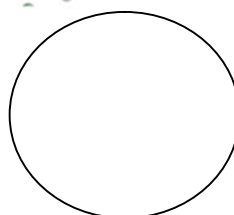
coffee



juice



milk



The Answer key for worksheet 2

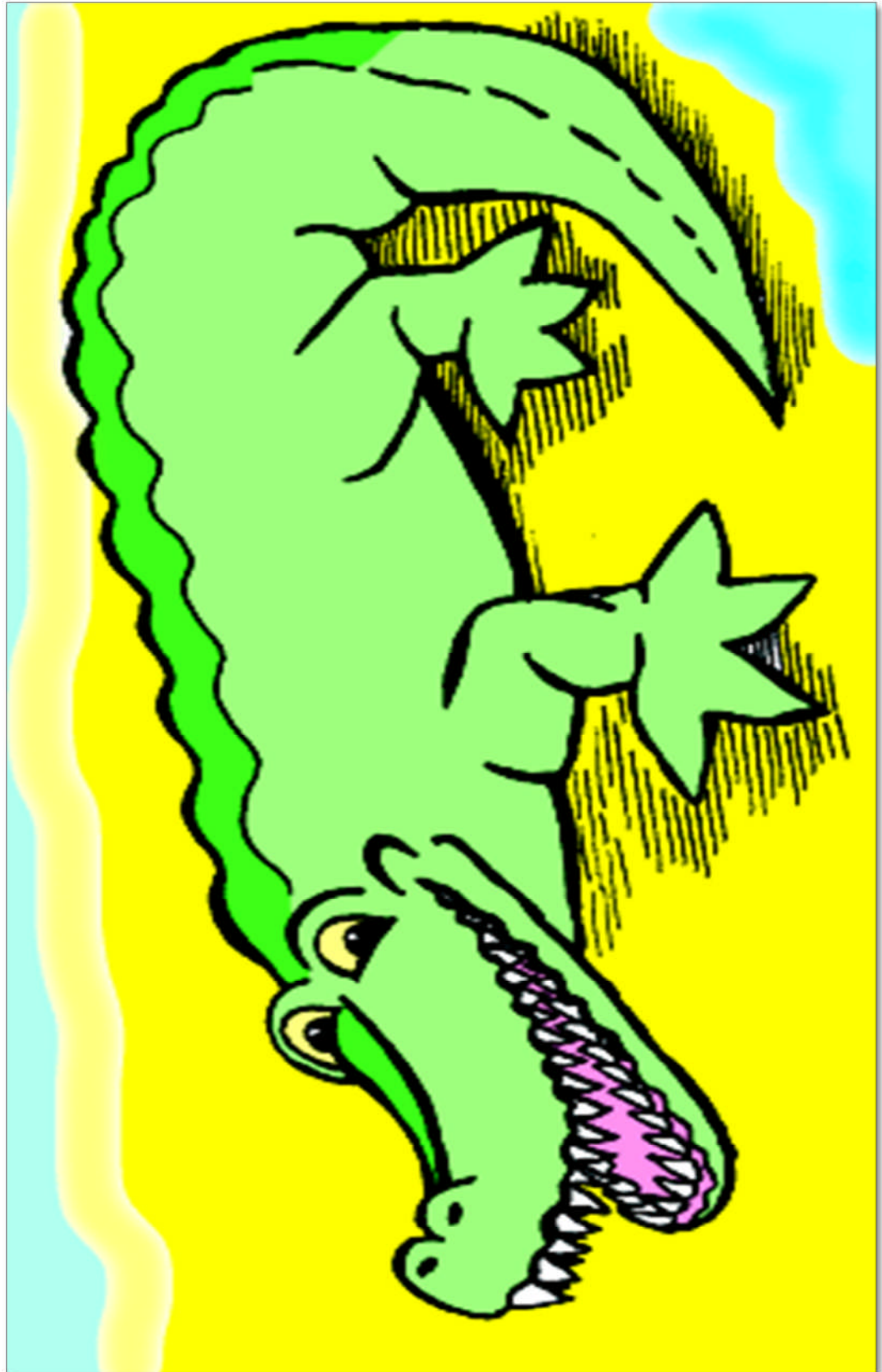
- 1. I like bread.**
- 2. I don't like noodles.**
- 3. I don't like fried chicken.**
- 4. I like banana.**
- 5. I like orange.**
- 6. I like apple.**
- 7. I don't like coffee.**
- 8. I like juice.**
- 9. I like milk.**

Unit 3**The Mouse Deer and the Crocodiles**

Picture 1: The Mouse Deer



Picture 2: The Crocodile



1

one

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two

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three

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four

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eleven

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twelve

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13

14

thirteen fourteen

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15

16

fifteen sixteen

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17

18

seventeen eighteen

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19

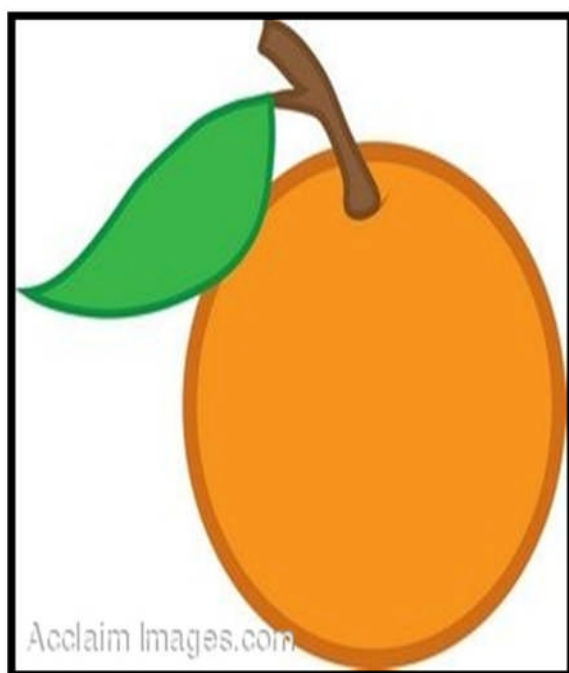
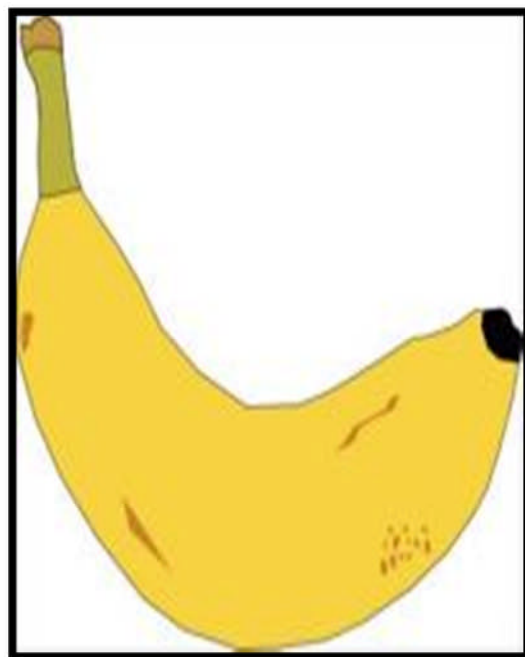
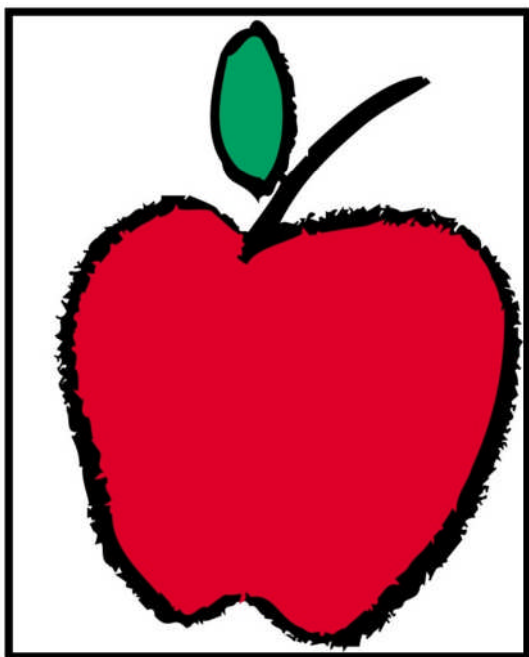
20

nineteen twenty











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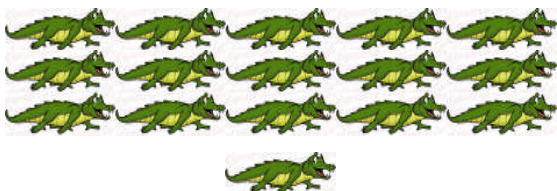


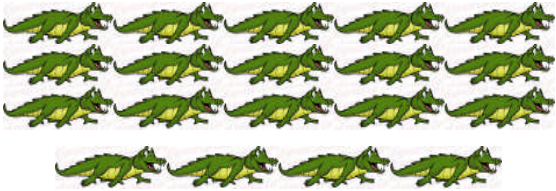
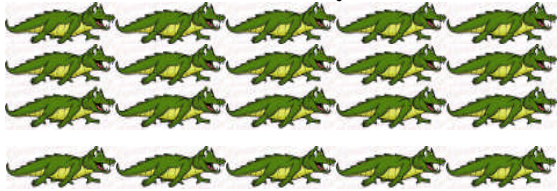
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Picture 4: The Fruits



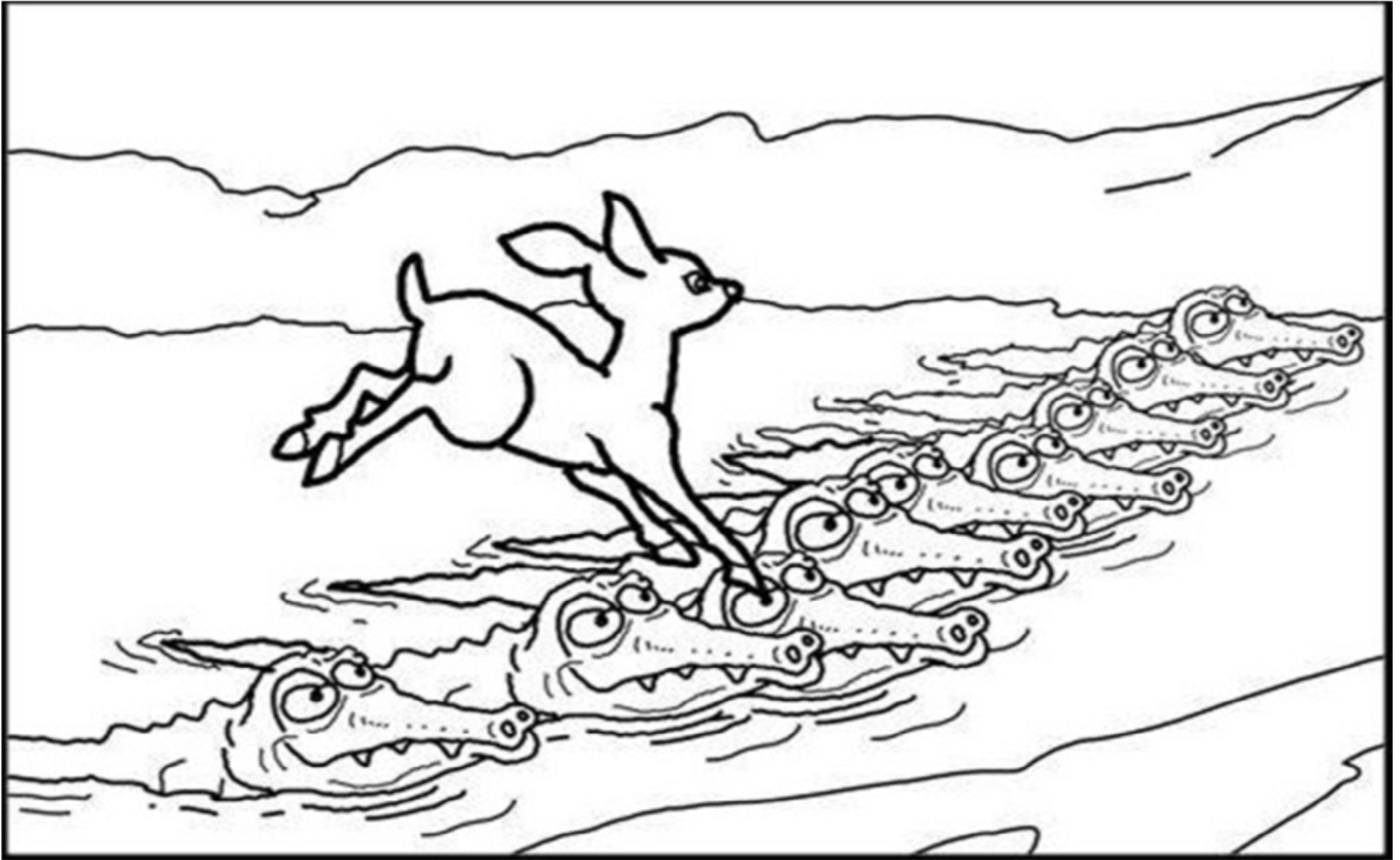
Picture 5: The Crocodile Cards

| | |
|---|--|
| <p>One</p>  <p>1</p> | <p>Two</p>  <p>2</p> |
| <p>Three</p>  <p>3</p> | <p>Four</p>  <p>4</p> |
| <p>Five</p>  <p>5</p> | <p>Six</p>  <p>6</p> |
| <p>Seven</p>  <p>7</p> | <p>Eight</p>  <p>8</p> |
| <p>Nine</p>  <p>9</p> | <p>Ten</p>  <p>10</p> |

| | |
|--|--|
| <p>Eleven</p>  <p>11</p> | <p>Twelve</p>  <p>12</p> |
| <p>Thirteen</p>  <p>13</p> | <p>Fourteen</p>  <p>14</p> |
| <p>Fifteen</p>  <p>15</p> | <p>Sixteen</p>  <p>16</p> |
| <p>Seventeen</p>  <p>17</p> | <p>Eighteen</p>  <p>18</p> |
| <p>Nineteen</p>  <p>19</p> | <p>Twenty</p>  <p>20</p> |

Color the mouse deer **brown**, 4 crocodiles **brown**, 3 crocodiles **green**, and 2 crocodiles **grey**

Name:



The Star Stickers



Appendix H

Computation of the Data

Evaluation

RELIABILITY

```

/VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15 item_16
item_17 item_18 item_19 item_20 item_21 item_22 item_23 item_24 item_25 item_26 item_27 item_28 item_29 item_30
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE
/SUMMARY=TOTAL.

```

Reliability

The first questionnaire for needs analysis administered to parents

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 14 | 58.3 |
| | Excluded ^a | 10 | 41.7 |
| | Total | 24 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .750 | 30 |

Item Statistics

| | Mean | Std. Deviation | N |
|--------|--------|----------------|----|
| item_1 | 2.0000 | .00000 | 14 |
| item_2 | 2.0000 | .00000 | 14 |
| item_3 | 2.0000 | .00000 | 14 |
| item_4 | 2.0000 | .00000 | 14 |
| item_5 | 1.9286 | .26726 | 14 |
| item_6 | 1.9286 | .26726 | 14 |
| item_7 | 1.9286 | .26726 | 14 |
| item_8 | 1.7857 | .42582 | 14 |
| item_9 | 1.8571 | .36314 | 14 |

Item Statistics

| | Mean | Std. Deviation | N |
|---------|--------|----------------|----|
| item_10 | 2.0000 | .00000 | 14 |
| item_11 | 1.9286 | .26726 | 14 |
| item_12 | 2.0000 | .00000 | 14 |
| item_13 | 1.2857 | .46881 | 14 |
| item_14 | 1.7857 | .42582 | 14 |
| item_15 | 1.5000 | .51887 | 14 |
| item_16 | 1.5714 | .51355 | 14 |
| item_17 | 1.8571 | .36314 | 14 |
| item_18 | 1.7143 | .46881 | 14 |
| item_19 | 1.7857 | .42582 | 14 |
| item_20 | 1.5714 | .51355 | 14 |
| item_21 | 1.7857 | .42582 | 14 |
| item_22 | 1.8571 | .36314 | 14 |
| item_23 | 1.9286 | .26726 | 14 |
| item_24 | 1.9286 | .26726 | 14 |
| item_25 | 2.0000 | .00000 | 14 |
| item_26 | 1.8571 | .36314 | 14 |
| item_27 | 1.6429 | .49725 | 14 |
| item_28 | 1.7143 | .46881 | 14 |
| item_29 | 1.9286 | .26726 | 14 |
| item_30 | 1.7857 | .42582 | 14 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| item_1 | 52.8571 | 13.209 | .000 | .751 |
| item_2 | 52.8571 | 13.209 | .000 | .751 |
| item_3 | 52.8571 | 13.209 | .000 | .751 |
| item_4 | 52.8571 | 13.209 | .000 | .751 |
| item_5 | 52.9286 | 12.841 | .155 | .748 |
| item_6 | 52.9286 | 12.841 | .155 | .748 |
| item_7 | 52.9286 | 12.841 | .155 | .748 |
| item_8 | 53.0714 | 11.148 | .661 | .715 |
| item_9 | 53.0000 | 11.231 | .759 | .712 |
| item_10 | 52.8571 | 13.209 | .000 | .751 |
| item_11 | 52.9286 | 12.379 | .403 | .737 |
| item_12 | 52.8571 | 13.209 | .000 | .751 |
| item_13 | 53.5714 | 11.648 | .419 | .732 |
| item_14 | 53.0714 | 12.225 | .269 | .743 |
| item_15 | 53.3571 | 11.940 | .279 | .744 |
| item_16 | 53.2857 | 11.912 | .291 | .742 |
| item_17 | 53.0000 | 11.692 | .558 | .725 |
| item_18 | 53.1429 | 12.132 | .262 | .744 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| item_19 | 53.0714 | 12.995 | .011 | .760 |
| item_20 | 53.2857 | 11.912 | .291 | .742 |
| item_21 | 53.0714 | 11.764 | .433 | .731 |
| item_22 | 53.0000 | 12.923 | .059 | .755 |
| item_23 | 52.9286 | 12.379 | .403 | .737 |
| item_24 | 52.9286 | 12.071 | .574 | .730 |
| item_25 | 52.8571 | 13.209 | .000 | .751 |
| item_26 | 53.0000 | 12.923 | .059 | .755 |
| item_27 | 53.2143 | 11.566 | .413 | .732 |
| item_28 | 53.1429 | 12.593 | .119 | .755 |
| item_29 | 52.9286 | 12.379 | .403 | .737 |
| item_30 | 53.0714 | 12.687 | .112 | .754 |

Scale Statistics

| Mean | Variance | Std. Deviation | N of Items |
|---------|----------|----------------|------------|
| 54.8571 | 13.209 | 3.63439 | 30 |

```

FREQUENCIES VARIABLES=name item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15 item_16 item_17 item_18 item_19 item_20 item_21 item_22 item_23 item_24 item_25 item_26 item_27 item_28 item_29 item_30
/STATISTICS=STDDEV MEAN MEDIAN MODE
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1] C:\Users\compaq\Documents\parents questionnaire.sav

Statistics

| | name | item 1 | item 2 | item 3 | item 4 | item 5 | item 6 | item 7 |
|----------------|---------|--------|--------|--------|--------|--------|--------|--------|
| N | Valid | 24 | 14 | 14 | 14 | 14 | 14 | 14 |
| | Missing | 0 | 10 | 10 | 10 | 10 | 10 | 10 |
| Mean | | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 1.9286 | 1.9286 | 1.9286 |
| Median | | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 |
| Mode | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Std. Deviation | | .00000 | .00000 | .00000 | .00000 | .26726 | .26726 | .26726 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 8 | item 9 | item 10 | item 11 | item 12 | item 13 | item 14 | item 15 |
|----------------|---------|--------|--------|---------|---------|---------|---------|---------|-------------------|
| N | Valid | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| | Missing | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| Mean | | 1.7857 | 1.8571 | 2.0000 | 1.9286 | 2.0000 | 1.2857 | 1.7857 | 1.5000 |
| Median | | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 1.0000 | 2.0000 | 1.5000 |
| Mode | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 1.00 | 2.00 | 1.00 ^a |
| Std. Deviation | | .42582 | .36314 | .00000 | .26726 | .00000 | .46881 | .42582 | .51887 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 16 | item 17 | item 18 | item 19 | item 20 | item 21 | item 22 | item 23 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| N | Valid | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| | Missing | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| Mean | | 1.5714 | 1.8571 | 1.7143 | 1.7857 | 1.5714 | 1.7857 | 1.8571 | 1.9286 |
| Median | | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 |
| Mode | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Std. Deviation | | .51355 | .36314 | .46881 | .42582 | .51355 | .42582 | .36314 | .26726 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 24 | item 25 | item 26 | item 27 | item 28 | item 29 | item 30 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|
| N | Valid | 14 | 14 | 14 | 14 | 14 | 14 | 14 |
| | Missing | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| Mean | | 1.9286 | 2.0000 | 1.8571 | 1.6429 | 1.7143 | 1.9286 | 1.7857 |
| Median | | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 | 2.0000 |
| Mode | | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 | 2.00 |
| Std. Deviation | | .26726 | .00000 | .36314 | .49725 | .46881 | .26726 | .42582 |

a. Multiple modes exist. The smallest value is shown

Frequency Table

name

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|-----------|---------|---------------|--------------------|
| Valid | 10 | 41.7 | 41.7 | 41.7 |
| Alma | 1 | 4.2 | 4.2 | 45.8 |
| Diia | 1 | 4.2 | 4.2 | 50.0 |
| Elang | 1 | 4.2 | 4.2 | 54.2 |
| Fathaa | 1 | 4.2 | 4.2 | 58.3 |
| Hanfay | 1 | 4.2 | 4.2 | 62.5 |
| Ica | 1 | 4.2 | 4.2 | 66.7 |
| Irgi | 1 | 4.2 | 4.2 | 70.8 |

name

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | Kiya | 1 | 4.2 | 4.2 | 75.0 |
| | Nuhaa | 1 | 4.2 | 4.2 | 79.2 |
| | Rafif | 1 | 4.2 | 4.2 | 83.3 |
| | Raihan | 1 | 4.2 | 4.2 | 87.5 |
| | Vania | 1 | 4.2 | 4.2 | 91.7 |
| | Vaya | 1 | 4.2 | 4.2 | 95.8 |
| | Yaya | 1 | 4.2 | 4.2 | 100.0 |
| | Total | 24 | 100.0 | 100.0 | |

item_1

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | YES | 14 | 58.3 | 100.0 | 100.0 |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_2

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | YES | 14 | 58.3 | 100.0 | 100.0 |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_3

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | YES | 14 | 58.3 | 100.0 | 100.0 |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_4

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | YES | 14 | 58.3 | 100.0 | 100.0 |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_5

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----|-----------|---------|---------------|--------------------|
| Valid | NO | 1 | 4.2 | 7.1 | 7.1 |
| | YES | 13 | 54.2 | 92.9 | 100.0 |
| Total | | 14 | 58.3 | 100.0 | |

item_5

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_6

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 1 | 4.2 | 7.1 | 7.1 |
| | YES | 13 | 54.2 | 92.9 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_7

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 1 | 4.2 | 7.1 | 7.1 |
| | YES | 13 | 54.2 | 92.9 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_8

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 3 | 12.5 | 21.4 | 21.4 |
| | YES | 11 | 45.8 | 78.6 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_9

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 2 | 8.3 | 14.3 | 14.3 |
| | YES | 12 | 50.0 | 65.7 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_10

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | YES | 14 | 58.3 | 100.0 | 100.0 |
| Missing | System | 10 | 41.7 | | |

item_10

| | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-----------|---------|---------------|--------------------|
| Total | 24 | 100.0 | | |

item_11

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 1 | 4.2 | 7.1 | 7.1 |
| | YES | 13 | 54.2 | 92.9 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_12

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | YES | 14 | 58.3 | 100.0 | 100.0 |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_13

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 10 | 41.7 | 71.4 | 71.4 |
| | YES | 4 | 16.7 | 28.6 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_14

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 3 | 12.5 | 21.4 | 21.4 |
| | YES | 11 | 45.8 | 78.6 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_15

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 7 | 29.2 | 50.0 | 50.0 |
| | YES | 7 | 29.2 | 50.0 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_16

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 6 | 25.0 | 42.9 | 42.9 |
| | YES | 8 | 33.3 | 57.1 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_17

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 2 | 8.3 | 14.3 | 14.3 |
| | YES | 12 | 50.0 | 85.7 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_18

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 4 | 16.7 | 28.6 | 28.6 |
| | YES | 10 | 41.7 | 71.4 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_19

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 3 | 12.5 | 21.4 | 21.4 |
| | YES | 11 | 45.8 | 78.6 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_20

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 6 | 25.0 | 42.9 | 42.9 |
| | YES | 8 | 33.3 | 57.1 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_21

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 3 | 12.5 | 21.4 | 21.4 |
| | YES | 11 | 45.8 | 78.6 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_22

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 2 | 8.3 | 14.3 | 14.3 |
| | YES | 12 | 50.0 | 85.7 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_23

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 1 | 4.2 | 7.1 | 7.1 |
| | YES | 13 | 54.2 | 92.9 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_24

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 1 | 4.2 | 7.1 | 7.1 |
| | YES | 13 | 54.2 | 92.9 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_25

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | YES | 14 | 58.3 | 100.0 | 100.0 |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_26

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|----|-----------|---------|---------------|--------------------|
| Valid | NO | 2 | 8.3 | 14.3 | 14.3 |

item_26

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | YES | 12 | 50.0 | 85.7 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_27

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 5 | 20.8 | 35.7 | 35.7 |
| | YES | 9 | 37.5 | 64.3 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_28

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 4 | 16.7 | 28.6 | 28.6 |
| | YES | 10 | 41.7 | 71.4 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_29

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 1 | 4.2 | 7.1 | 7.1 |
| | YES | 13 | 54.2 | 92.9 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

item_30

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | NO | 3 | 12.5 | 21.4 | 21.4 |
| | YES | 11 | 45.8 | 78.6 | 100.0 |
| | Total | 14 | 58.3 | 100.0 | |
| Missing | System | 10 | 41.7 | | |
| Total | | 24 | 100.0 | | |

RELIABILITY

```

/VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15 item_16
item_17 item_18 item_19 item_20 item_21 item_22 item_23 item_24 item_25 item_26 item_27 item_28 item_29 item_30 item_31
item_32 item_33 item_34 item_35 item_36 item_37 item_38 item_39 item_40
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.

```

Reliability

The questionnaire for Evaluation of the first draft administered to teachers and english education department students

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 10 | 66.7 |
| | Excluded ^a | 5 | 33.3 |
| | Total | 15 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .817 | 40 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|--------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| item_1 | 118.4000 | 63.156 | .363 | .811 |
| item_2 | 118.6000 | 63.822 | .216 | .816 |
| item_3 | 118.6000 | 58.489 | .776 | .797 |
| item_4 | 118.7000 | 61.789 | .481 | .808 |
| item_5 | 119.0000 | 64.000 | .329 | .813 |
| item_6 | 118.5000 | 62.944 | .420 | .810 |
| item_7 | 118.3000 | 64.456 | .197 | .816 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------|-------------------------------|--------------------------------------|--|--|
| item_8 | 118.7000 | 65.567 | .143 | .817 |
| item_9 | 118.9000 | 59.211 | .786 | .798 |
| item_10 | 118.7000 | 59.344 | .770 | .799 |
| item_11 | 118.3000 | 62.678 | .288 | .814 |
| item_12 | 118.5000 | 62.722 | .450 | .809 |
| item_13 | 118.3000 | 60.456 | .691 | .802 |
| item_14 | 118.3000 | 67.122 | -.116 | .824 |
| item_15 | 119.2000 | 62.622 | .297 | .813 |
| item_16 | 119.2000 | 64.400 | .209 | .816 |
| item_17 | 119.7000 | 58.456 | .656 | .799 |
| item_18 | 119.8000 | 59.733 | .604 | .802 |
| item_19 | 118.7000 | 64.456 | .178 | .817 |
| item_20 | 119.0000 | 60.222 | .589 | .803 |
| item_21 | 118.6000 | 63.156 | .458 | .810 |
| item_22 | 118.6000 | 63.378 | .260 | .814 |
| item_23 | 118.9000 | 60.100 | .679 | .801 |
| item_24 | 118.7000 | 64.900 | .129 | .818 |
| item_25 | 118.8000 | 66.178 | -.020 | .824 |
| item_26 | 118.4000 | 62.711 | .418 | .810 |
| item_27 | 118.6000 | 61.600 | .698 | .805 |
| item_28 | 118.5000 | 59.611 | .608 | .802 |
| item_29 | 118.4000 | 67.156 | -.121 | .824 |
| item_30 | 118.8000 | 68.178 | -.202 | .830 |
| item_31 | 118.8000 | 68.178 | -.202 | .830 |
| item_32 | 118.6000 | 69.600 | -.480 | .830 |
| item_33 | 118.6000 | 64.267 | .289 | .814 |
| item_34 | 118.4000 | 68.489 | -.276 | .828 |
| item_35 | 118.6000 | 64.711 | .127 | .819 |
| item_36 | 119.3000 | 63.789 | .277 | .814 |
| item_37 | 119.5000 | 64.056 | .126 | .821 |
| item_38 | 119.7000 | 58.678 | .635 | .800 |
| item_39 | 118.6000 | 66.711 | -.069 | .825 |
| item_40 | 118.4000 | 65.600 | .064 | .819 |

FREQUENCIES VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15
 item_16 item_17 item_18 item_19 item_20 item_21 item_22 item_23 item_24 item_25 item_26 item_27 item_28 item_29 item_30
 item_31 item_32 item_33 item_34 item_35 item_36 item_37 item_38 item_39 item_40
 /STATISTICS=STDDEV MEAN MEDIAN MODE
 /ORDER=ANALYSIS.

Frequencies

[DataSet1] D:\Kuliah\A This is it-bismillah\appendinces\Computation of the data evaluation\data evaluation first draft ok.sav

Statistics

| | item 1 | item 2 | item 3 | item 4 | item 5 | item 6 |
|----------------|--------|--------|--------|--------|--------|--------|
| N Valid | 10 | 10 | 10 | 10 | 10 | 10 |
| Missing | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 3.4000 | 3.2000 | 3.2000 | 3.1000 | 2.8000 | 3.3000 |
| Median | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 |
| Mode | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Std. Deviation | .51640 | .63246 | .63246 | .56765 | .42164 | .48305 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | item 7 | item 8 | item 9 | item 10 | item 11 | item 12 |
|----------------|-------------------|--------|--------|---------|---------|---------|
| N Valid | 10 | 10 | 10 | 10 | 10 | 10 |
| Missing | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 3.5000 | 3.1000 | 2.9000 | 3.1000 | 3.5000 | 3.3000 |
| Median | 3.5000 | 3.0000 | 3.0000 | 3.0000 | 4.0000 | 3.0000 |
| Mode | 3.00 _a | 3.00 | 3.00 | 3.00 | 4.00 | 3.00 |
| Std. Deviation | .52705 | .31623 | .56765 | .56765 | .70711 | .48305 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | item 13 | item 14 | item 15 | item 16 | item 17 | item 18 |
|----------------|-------------------|-------------------|---------|---------|---------|---------|
| N Valid | 10 | 10 | 10 | 10 | 10 | 10 |
| Missing | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 3.5000 | 3.5000 | 2.6000 | 2.6000 | 2.1000 | 2.0000 |
| Median | 3.5000 | 3.5000 | 3.0000 | 3.0000 | 2.0000 | 2.0000 |
| Mode | 3.00 _a | 3.00 _a | 3.00 | 3.00 | 2.00 | 2.00 |
| Std. Deviation | .52705 | .52705 | .69921 | .51640 | .73786 | .66667 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | item 19 | item 20 | item 21 | item 22 | item 23 | item 24 |
|----------------|---------|---------|---------|---------|---------|---------|
| N Valid | 10 | 10 | 10 | 10 | 10 | 10 |
| Missing | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 3.1000 | 2.8000 | 3.2000 | 3.2000 | 2.9000 | 3.1000 |
| Median | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 |
| Mode | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Std. Deviation | .56765 | .63246 | .42164 | .63246 | .56765 | .56765 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 25 | item 26 | item 27 | item 28 | item 29 | item 30 |
|----------------|---------|---------|---------|---------|---------|---------|---------|
| N | Valid | 10 | 10 | 10 | 10 | 10 | 10 |
| | Missing | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | | 3.0000 | 3.4000 | 3.2000 | 3.3000 | 3.4000 | 3.0000 |
| Median | | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 |
| Mode | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Std. Deviation | | .66667 | .51640 | .42164 | .67495 | .51640 | .66667 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 31 | item 32 | item 33 | item 34 | item 35 | item 36 |
|----------------|---------|---------|---------|---------|---------|---------|-------------------|
| N | Valid | 10 | 10 | 10 | 10 | 10 | 10 |
| | Missing | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | | 3.0000 | 3.2000 | 3.2000 | 3.4000 | 3.2000 | 2.5000 |
| Median | | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 2.5000 |
| Mode | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 2.00 _a |
| Std. Deviation | | .66667 | .42164 | .42164 | .51640 | .63246 | .52705 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 37 | item 38 | item 39 | item 40 |
|----------------|---------|---------|---------|---------|---------|
| N | Valid | 10 | 10 | 10 | 10 |
| | Missing | 5 | 5 | 5 | 5 |
| Mean | | 2.3000 | 2.1000 | 3.2000 | 3.4000 |
| Median | | 2.5000 | 2.0000 | 3.0000 | 3.0000 |
| Mode | | 3.00 | 2.00 | 3.00 | 3.00 |
| Std. Deviation | | .82327 | .73786 | .63246 | .51640 |

a. Multiple modes exist. The smallest value is shown

Frequency Table

item_1

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_2

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 6 | 40.0 | 60.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_3

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 6 | 40.0 | 60.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_4

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 7 | 46.7 | 70.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_5

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 2 | 13.3 | 20.0 | 20.0 |
| | S | 8 | 53.3 | 80.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_6

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 7 | 46.7 | 70.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_7

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 5 | 33.3 | 50.0 | 50.0 |
| | SS | 5 | 33.3 | 50.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_8

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 9 | 60.0 | 90.0 | 90.0 |
| | SS | 1 | 6.7 | 10.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_9

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 2 | 13.3 | 20.0 | 20.0 |
| | S | 7 | 46.7 | 70.0 | 90.0 |
| | SS | 1 | 6.7 | 10.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_10

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 7 | 46.7 | 70.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_11

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 3 | 20.0 | 30.0 | 40.0 |
| | SS | 6 | 40.0 | 60.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_12

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 7 | 46.7 | 70.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_13

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 5 | 33.3 | 50.0 | 50.0 |
| | SS | 5 | 33.3 | 50.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_14

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 5 | 33.3 | 50.0 | 50.0 |
| | SS | 5 | 33.3 | 50.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_15

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | STS | 1 | 6.7 | 10.0 | 10.0 |
| | TS | 2 | 13.3 | 20.0 | 30.0 |
| | S | 7 | 46.7 | 70.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_16

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 4 | 26.7 | 40.0 | 40.0 |
| | S | 6 | 40.0 | 60.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_17

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | STS | 2 | 13.3 | 20.0 | 20.0 |
| | TS | 5 | 33.3 | 50.0 | 70.0 |
| | S | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_18

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | STS | 2 | 13.3 | 20.0 | 20.0 |
| | TS | 6 | 40.0 | 60.0 | 80.0 |
| | S | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_19

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 7 | 46.7 | 70.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_20

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 3 | 20.0 | 30.0 | 30.0 |
| | S | 6 | 40.0 | 60.0 | 90.0 |
| | SS | 1 | 6.7 | 10.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_21

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | S | 8 | 53.3 | 80.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |

item_21

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_22

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 6 | 40.0 | 60.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_23

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 2 | 13.3 | 20.0 | 20.0 |
| | S | 7 | 46.7 | 70.0 | 90.0 |
| | SS | 1 | 6.7 | 10.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_24

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 7 | 46.7 | 70.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_25

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 2 | 13.3 | 20.0 | 20.0 |
| | S | 6 | 40.0 | 60.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_26

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | ss | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_27

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 8 | 53.3 | 80.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_28

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 5 | 33.3 | 50.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_29

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_30

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 2 | 13.3 | 20.0 | 20.0 |
| | S | 6 | 40.0 | 60.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_31

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 2 | 13.3 | 20.0 | 20.0 |
| | S | 6 | 40.0 | 60.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_32

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 8 | 53.3 | 80.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_33

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 8 | 53.3 | 80.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_34

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_35

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 6 | 40.0 | 60.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_36

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 5 | 33.3 | 50.0 | 50.0 |
| | S | 5 | 33.3 | 50.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_37

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | STS | 2 | 13.3 | 20.0 | 20.0 |
| | TS | 3 | 20.0 | 30.0 | 50.0 |
| | S | 5 | 33.3 | 50.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_38

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | STS | 2 | 13.3 | 20.0 | 20.0 |
| | TS | 5 | 33.3 | 50.0 | 70.0 |
| | S | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_39

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | TS | 1 | 6.7 | 10.0 | 10.0 |
| | S | 6 | 40.0 | 60.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_40

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

RELIABILITY

```

/VARIABLES=item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14 item_15 item_
item_17 item_18 item_19 item_20 item_21 item_22 item_23 item_24 item_25 item_26 item_27 item_28 item_29 item_30 item_31
item_32 item_33 item_34 item_35 item_36 item_37 item_38 item_39 item_40
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/SUMMARY=TOTAL.

```

Reliability

[DataSet1] D:\Kuliah\A This is it-bismillah\appendinces\Computation of the data evaluation\data evaluation second draft ok.

Scale: ALL VARIABLES

Case Processing Summary

| | | N | % |
|-------|-----------------------|----|-------|
| Cases | Valid | 10 | 66.7 |
| | Excluded ^a | 5 | 33.3 |
| | Total | 15 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .777 | 40 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|--------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| item_1 | 130.4000 | 35.600 | -.130 | .789 |
| item_2 | 130.2000 | 35.733 | -.151 | .790 |
| item_3 | 130.5000 | 33.611 | .218 | .774 |
| item_4 | 130.5000 | 34.056 | .138 | .778 |
| item_5 | 130.2000 | 31.067 | .649 | .755 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|---------|-------------------------------|--------------------------------------|--|--|
| item_6 | 130.4000 | 33.600 | .200 | .775 |
| item_7 | 130.3000 | 30.900 | .664 | .754 |
| item_8 | 130.7000 | 34.456 | .138 | .776 |
| item_9 | 130.6000 | 33.600 | .264 | .772 |
| item_10 | 130.8000 | 35.067 | .000 | .778 |
| item_11 | 130.7000 | 34.456 | .138 | .776 |
| item_12 | 130.4000 | 31.600 | .551 | .759 |
| item_13 | 130.2000 | 32.178 | .448 | .764 |
| item_14 | 130.3000 | 31.344 | .584 | .757 |
| item_15 | 130.4000 | 31.822 | .511 | .761 |
| item_16 | 130.4000 | 31.378 | .592 | .757 |
| item_17 | 130.3000 | 31.122 | .624 | .756 |
| item_18 | 130.8000 | 35.067 | .000 | .778 |
| item_19 | 130.2000 | 32.622 | .369 | .768 |
| item_20 | 130.5000 | 32.500 | .424 | .766 |
| item_21 | 130.6000 | 32.044 | .596 | .760 |
| item_22 | 130.4000 | 35.822 | -.165 | .791 |
| item_23 | 130.1000 | 35.656 | -.143 | .789 |
| item_24 | 130.5000 | 34.500 | .059 | .781 |
| item_25 | 130.6000 | 34.933 | -.009 | .782 |
| item_26 | 130.5000 | 32.722 | .382 | .767 |
| item_27 | 130.4000 | 33.156 | .277 | .772 |
| item_28 | 130.1000 | 31.433 | .628 | .757 |
| item_29 | 130.2000 | 30.178 | .815 | .747 |
| item_30 | 130.4000 | 31.822 | .511 | .761 |
| item_31 | 130.4000 | 34.267 | .088 | .780 |
| item_32 | 130.4000 | 34.489 | .051 | .782 |
| item_33 | 130.5000 | 34.278 | .098 | .779 |
| item_34 | 130.8000 | 35.067 | .000 | .778 |
| item_35 | 130.7000 | 34.233 | .198 | .775 |
| item_36 | 130.6000 | 36.933 | -.399 | .795 |
| item_37 | 130.7000 | 34.678 | .078 | .778 |
| item_38 | 130.6000 | 33.822 | .217 | .774 |
| item_39 | 130.5000 | 32.500 | .424 | .766 |
| item_40 | 130.4000 | 36.711 | -.305 | .796 |


```

FREQUENCIES VARIABLES=name item_1 item_2 item_3 item_4 item_5 item_6 item_7 item_8 item_9 item_10 item_11 item_12 item_13 item_14
em_15 item_16 item_17 item_18 item_19 item_20 item_21 item_22 item_23 item_24 item_25 item_26 item_27 item_28 item_29
item_30 item_31 item_32 item_33 item_34 item_35 item_36 item_37 item_38 item_39 item_40
/STATISTICS=STDDEV MEAN MEDIAN MODE

item_30 item_31 item_32 item_33 item_34 item_35 item_36 item_37 item_38 item_39 item_40
/STATISTICS=STDDEV MEAN MEDIAN MODE
/ORDER=ANALYSIS.

```

Frequencies

[DataSet1] D:\Kuliah\A This is it-bismillah\appendinces\Computation of the data evaluation\data evaluation second draft ok.

Statistics

| | name | item 1 | item 2 | item 3 | item 4 | item 5 | item 6 |
|----------------|---------|--------|--------|--------|--------|--------|--------|
| N | Valid | 15 | 10 | 10 | 10 | 10 | 10 |
| | Missing | 0 | 5 | 5 | 5 | 5 | 5 |
| Mean | | 3.4000 | 3.6000 | 3.3000 | 3.3000 | 3.6000 | 3.4000 |
| Median | | 3.0000 | 4.0000 | 3.0000 | 3.0000 | 4.0000 | 3.0000 |
| Mode | | 3.00 | 4.00 | 3.00 | 3.00 | 4.00 | 3.00 |
| Std. Deviation | | .51640 | .51640 | .48305 | .48305 | .51640 | .51640 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | item 7 | item 8 | item 9 | item 10 | item 11 | item 12 | item 13 |
|----------------|---------|-------------------|--------|---------|---------|---------|---------|
| N | Valid | 10 | 10 | 10 | 10 | 10 | 10 |
| | Missing | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | | 3.5000 | 3.1000 | 3.2000 | 3.0000 | 3.1000 | 3.6000 |
| Median | | 3.5000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 4.0000 |
| Mode | | 3.00 ^a | 3.00 | 3.00 | 3.00 | 3.00 | 4.00 |
| Std. Deviation | | .52705 | .31623 | .42164 | .00000 | .31623 | .51640 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 14 | item 15 | item 16 | item 17 | item 18 | item 19 | item 20 |
|----------------|---------|-------------------|---------|---------|-------------------|---------|---------|---------|
| N | Valid | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| | Missing | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | | 3.5000 | 3.4000 | 3.4000 | 3.5000 | 3.0000 | 3.6000 | 3.3000 |
| Median | | 3.5000 | 3.0000 | 3.0000 | 3.5000 | 3.0000 | 4.0000 | 3.0000 |
| Mode | | 3.00 ^a | 3.00 | 3.00 | 3.00 ^a | 3.00 | 4.00 | 3.00 |
| Std. Deviation | | .52705 | .51640 | .51640 | .52705 | .00000 | .51640 | .48305 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 21 | item 22 | item 23 | item 24 | item 25 | item 26 | item 27 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|
| N | Valid | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| | Missing | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | | 3.2000 | 3.4000 | 3.7000 | 3.3000 | 3.2000 | 3.3000 | 3.4000 |
| Median | | 3.0000 | 3.0000 | 4.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 |
| Mode | | 3.00 | 3.00 | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Std. Deviation | | .42164 | .51640 | .48305 | .48305 | .42164 | .48305 | .51640 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 28 | item 29 | item 30 | item 31 | item 32 | item 33 | item 34 |
|----------------|---------|---------|---------|---------|---------|---------|---------|---------|
| N | Valid | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| | Missing | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | | 3.7000 | 3.6000 | 3.4000 | 3.4000 | 3.4000 | 3.3000 | 3.0000 |
| Median | | 4.0000 | 4.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 |
| Mode | | 4.00 | 4.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Std. Deviation | | .48305 | .51640 | .51640 | .51640 | .51640 | .48305 | .00000 |

a. Multiple modes exist. The smallest value is shown

Statistics

| | | item 35 | item 36 | item 37 | item 38 | item 39 | item 40 |
|----------------|---------|---------|---------|---------|---------|---------|---------|
| N | Valid | 10 | 10 | 10 | 10 | 10 | 10 |
| | Missing | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | | 3.1000 | 3.2000 | 3.1000 | 3.2000 | 3.3000 | 3.4000 |
| Median | | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 | 3.0000 |
| Mode | | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 | 3.00 |
| Std. Deviation | | .31623 | .42164 | .31623 | .42164 | .48305 | .51640 |

a. Multiple modes exist. The smallest value is shown

Frequency Table

item_1

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_2

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 4 | 26.7 | 40.0 | 40.0 |
| | SS | 6 | 40.0 | 60.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_3

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 7 | 46.7 | 70.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_4

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 7 | 46.7 | 70.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_5

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | S | 4 | 26.7 | 40.0 | 40.0 |

item_5

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | SS | 6 | 40.0 | 60.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_6

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_7

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 5 | 33.3 | 50.0 | 50.0 |
| | SS | 5 | 33.3 | 50.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_8

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 9 | 60.0 | 90.0 | 90.0 |
| | SS | 1 | 6.7 | 10.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_9

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 8 | 53.3 | 80.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_10

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 10 | 66.7 | 100.0 | 100.0 |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_11

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 9 | 60.0 | 90.0 | 90.0 |
| | SS | 1 | 6.7 | 10.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_12

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_13

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 4 | 26.7 | 40.0 | 40.0 |
| | SS | 6 | 40.0 | 60.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_14

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 5 | 33.3 | 50.0 | 50.0 |
| | SS | 5 | 33.3 | 50.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_15

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_16

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_17

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 5 | 33.3 | 50.0 | 50.0 |
| | SS | 5 | 33.3 | 50.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_18

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 10 | 66.7 | 100.0 | 100.0 |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_19

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 4 | 26.7 | 40.0 | 40.0 |
| | SS | 6 | 40.0 | 60.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_20

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 7 | 46.7 | 70.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_21

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 8 | 53.3 | 80.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_22

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_23

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 3 | 20.0 | 30.0 | 30.0 |
| | SS | 7 | 46.7 | 70.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_24

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | S | 7 | 46.7 | 70.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |

item_24

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_25

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 8 | 53.3 | 80.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_26

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 7 | 46.7 | 70.0 | 70.0 |
| | ss | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_27

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_28

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 3 | 20.0 | 30.0 | 30.0 |
| | SS | 7 | 46.7 | 70.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_29

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 4 | 26.7 | 40.0 | 40.0 |
| | SS | 6 | 40.0 | 60.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_30

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_31

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_32

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_33

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | S | 7 | 46.7 | 70.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |

item_33

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_34

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 10 | 66.7 | 100.0 | 100.0 |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_35

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 9 | 60.0 | 90.0 | 90.0 |
| | SS | 1 | 6.7 | 10.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_36

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 8 | 53.3 | 80.0 | 80.0 |
| | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_37

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 9 | 60.0 | 90.0 | 90.0 |
| | SS | 1 | 6.7 | 10.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_38

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|---|-----------|---------|---------------|--------------------|
| Valid | S | 8 | 53.3 | 80.0 | 80.0 |

item_38

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | SS | 2 | 13.3 | 20.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_39

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 7 | 46.7 | 70.0 | 70.0 |
| | SS | 3 | 20.0 | 30.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

item_40

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|--------|-----------|---------|---------------|--------------------|
| Valid | S | 6 | 40.0 | 60.0 | 60.0 |
| | SS | 4 | 26.7 | 40.0 | 100.0 |
| | Total | 10 | 66.7 | 100.0 | |
| Missing | System | 5 | 33.3 | | |
| Total | | 15 | 100.0 | | |

Appendix I

Interview Transcripts

THE INTERVIEW TRANSCRIPTS

Interview 1 (with the children)

Day : Monday

Date : February 13th, 2012

R : Researcher C1: Children 1 (**Vania**)

R : Hai, Good Morning, Vania.

C1 : Good morning.

R : Sini sini, Miss Wulan mau nanya.

C1 : hmmm...

R : Vania tu suka ga sih belajar Bahasa Inggris?

C1 : Suka, Miss.

R : Kenapa kok suka?

C1 : Biar pintar.

R : Oh iya, biar nanti bisa ngobrol sama Obama ya kemaren katanya?

S : Iya .

R : Emang kalo pas belajar Bahasa Inggris maunya ngapain? mewarnai, menyanyi, maen tebak-tebakan, suka yang mana?

C1 : Aku suka mewarnai, nyanyi, maen game.

R : Oh iya, kalau di sekolah suka dibacakan cerita ga sama ibu guru?

C2 : Suka.

R : Cerita tentang apa biasanya? Cerita binatang atau cerita nabi-nabi?

C1 : Semuanya, kadang binatang.

R : Kalau di rumah gmn? Dibacakan cerita ga sama mama?

C1 : Iya.

R : Cerita apa?tentang binatang juga?

C1 : Bukan biasanya cerita princess.

R : Vania suka yang mana?

C1 : Suka semua, princess suka, binatang juga.

R : Kalau ceritanya sambil dikasih gambar-gambar trus nyanyi-nyanyi vania suka ga?

C1 : Suka.

R : Oke..makasih ya, Vania boleh duduk lagi disana.

Interview 2 (with the children)

Day : Monday

Date : February 13th, 2012

R : Researcher C2: Children 2 (**Faya**)

R : Good Morning, Faya.

C2 : Good Morning, miss.

R : Faya, sini duduk sini jangan lari-lari. Miss mau Tanya sebentar ya.

C2 : Ya.

- R : Faya suka ga sih belajar Bahasa Inggris sama miss Wulan?
 C2 : Suka.
 R : Kenapa?
 C2 : Ya suka, bisa main-main.
 R : Kalau di sekolah suka dibacain cerita ga sama ibu guru?
 C2 : Suka.
 R : Sering ya?
 C2 : Iya tiap hari.
 R : Cerita apa?
 C2 : Cerita monyet-monyet trus monyetnya ga ada temennya trus ada lagi singa di hutan.
 R : Singanya raja hutan ya?
 C2 : Iya iya, miss. Semua takut sama singa.
 R : Lha kalau di rumah, suka dibacain cerita ga sama mama?
 C2 : Suka.
 R : Cerita apa aja? Cerita binatang, nabi-nabi apa princess
 C2 : Princess.
 R : Faya suka yang princess?
 C2 : Iya.
 R : Kalau cerita sambil dikasih gambar suka ga?
 C2 : Iya.
 R : Ya udah, Faya boleh main lagi. Tapi ga boleh teriak-teriak ya.
-

Interview 3 (with the children)

Day : Monday

Date : February 13th, 2012

R : Researcher C3: Children 3 (**Yaya**)

- R : Good Morning, Yaya.
 C3 : Good Morning.
 R : Yaya, miss Wulan mau tanya sebentar ya.
 C3 : (*menganggukkan kepala*)
 R : Yaya, suka belajar Bahasa Inggris ga?
 C3 : Suka.
 R : Kenapa suka?
 C3 : Hehe, kenapa ya.
 R : Emang kalo pelajaran Bahasa Inggris sukanya ngapain? kan sering kita mewarnai, melingkari gambar, menyanyi, main games. Yaya suka yang mana?
 C3 : Hmmm, apa ya. Mewarnai.
 R : Berarti ga suka menyanyi?
 C3 : Ga suka.
 R : Kalo di sekolah suka dibacain cerita ga sama ibu guru? Cerita apa aja?
 C3 : Cerita monyet-monyet trus ada singanya sama cerita nabi.
 R : Yaya suka yang mana?

C3 : Semua.
 R : Kalau di rumah, dibacakan cerita ga sama mama?
 C3 : Ga.
 R : Ga pernah?
 C3 : Ga pernah.
 R : Kalau cerita binatang dan certainlynya pakai gambar-gambar Yaya suka ga?
 C3 : Suka,miss.
 R : OK, Thank You.
 C3 : Hehe.
 R : You're Welcome.
 C3 : Yo welcome.

Interview 4 (with the children)

Day : Monday
 Date : February 13th, 2012
 R : Researcher C4: Children 4 (**Elang**)

R : Good Morning.
 C4 : Good Morning, Miss
 R : Miss Wulan mau nanya ke Elang. Elang suka belajar Bahasa Inggris ga?
 C4 : Suka.
 R : Kenapa suka?
 C4 : Biar cepet pinter.
 R : Oh iya. Kalau pas belajar Bahasa Inggris sukanya ngapain sih? mewarnai, menyanyi, tebak-tebakan? sukanya apa sih?
 C4 : Tebak-tebakan.
 R : Tebak-tebakan?
 C4 : (*nodding his head*)
 R : Kalau di sekolah pernah dibacakan cerita ga sama ibu guru?
 C4 : Pernah.
 R : Cerita apa?
 C4 : Cerita ikan paus. Pergi ah (suddenly).
 R : Jangan dong. Kalau di rumah suka dibacakan cerita sama mama atau papanya?
 C4 : Suka.
 R : Suka ya, cerita apa?
 C4 : Buku cerita.
 R : Oh oke. Thank You, Elang.

5. Interview 5 (with the children)

Day : Monday

Date : February 13th, 2012

R : Researcher C5: Children 5 (**Alma**)

R : Good Morning, Alma.

C5 : Good Morning.

R : Miss Wulan mau nanya ya, nanti dijawab coba.

C5 : ... (*no response*)

R : Kalau Alma suka belajar Bahasa Inggris ga?

C5 : Suka.

R : Kenapa kok suka?

C5 : Seneng.

R : Kalau pas belajar Bahasa Inggris sukanya ngapain?menyanyi, mewarnai atau main tebak-tebakan?

C5 : Mewarnai.

R : Pernah dibacakan cerita ga sama ibu guru pas di sekolah?

C5 : Pernah.

R : Cerita apa?

C5 : ...(*say nothing*)

R : Suka ga sama cerita ibu guru?

C5 : Suka.

R : Kalau di rumah dibacakan cerita ga sama mama atau papa?

C5 : Nggak.

6. Interview 6 (with the children)

Day : Monday

Date : February 13th, 2012

R : Researcher C6: Children 6 (**Dila**)

R : Good Morning, Dila.

C6 : ... (*no response*)

R : Good Morning.

C6 : Good Morning.

R : Coba ya nanti dijawab ya, Dila. Miss Wulan mau nanya.

C6 : ... (*no response*)

R : Dila suka belajar Bahasa Inggris ga?

C6 : Suka.

R : Kenapa?

C6 : Karena ada Miss Wulan.

R : Oh iya. Kalau Dila pas belajar Bahasa Inggris sukanya ngapain?menyanyi, mewarnai atau main tebak-tebakan?

C6 : Mewarnai.

R : Kalau di sekolah pernah dibacakan cerita ga sama ibu guru?

C6 : Pernah.

R : Cerita apa?
 C6 : Ikan paus.
 R : Oh yang ada orang ditelan ikan paus?
 C6 : Iya.
 R : Kalau di rumah dibacakan cerita ga sama mama?
 C6 : Iya.
 R : Cerita apa biasanya kalau di rumah?
 C6 : Ehmmm.
 R : Oke, thank you, Dila.

7. Interview 7 (with the children)

Day : Monday

Date : February 13th, 2012

R : Researcher C7: Children 7 (**Raihan**)

R : Good Morning.
 C7 : Good Morning. I am fine thank you.
 R : Very Good! Miss Wulan mau nanya ya, boleh?
 C7 : Boleh.
 R : Raihan suka ga belajar Bahasa Inggris?
 C7 : Suka.
 R : Kenapa suka?
 C7 : Soalnya mau jadi...
 R : Jadi apa?
 C7 : Jadi... orang pintar.
 R : Jadi orang pintar. Kalau pas belajar Bahasa Inggris sukanya ngapain?menyanyi atau main tebak-tebakan...
 C7 : Main sepeda.
 R : Main sepeda? Kalau pas pelajaran Bahasa Inggris itu lho. Kan kadang kita menyanyi, kita mewarnai, kadang melingkari gambar. Sukanya apa sih?
 C7 : Aku sukanya mewarnai, nyanyi, main itu, main computer.
 R : Yang pas pelajaran Bahasa Inggris itu lho. Menyanyi yang up and down and shake-shake (mulai menyanyi). Suka ga?
 C7 : Suka.
 R : Kalau di sekolah suka dibacain cerita ga sama ibu guru?cerita apa saja?
 C7 : Cerita anjing, guk guk guk, serigala, burung, ular.
 R : Kalau di rumah dibacakan cerita ga sama mama papa?
 C7 : Cerita bola-bolaan, cerita macan-macanan.
 R : Kalau Raihan sukanya cerita yang apa?
 C7 : Sukanya cerita guk guk anjing, bola-bolaan.
 R : Apalagi?
 C7 : Beres-beresin tas.
 R : Beres-beresin tas ceritanya?
 C7 : (*menganggukan kepala*)
 R : Kalau cerita tentang binatang suka ga?

C7 : Suka.
 R : Kalau ceritanya sambil lari-larian, berenang-renangan. Mau ga?
 C7 : Mau.
 R : OK. Thank You, Raihan.

8. Interview 8 (with the children)

Day : Monday
 Date : February 13th, 2012
 R : Researcher C8: Children 8 (**Hanfay**)

R : Good Morning, Hanfay
 C8 : ... (*no response*)
 R : Hayo kalau Good Morning dijawabnya apa?
 C8 : ... (*no response*)
 R : Hanfay suka ga pelajaran Bahasa Inggris?
 C8 : (*noding his head*)
 R : Kenapa suka pelajaran Bahasa Inggris?
 C8 : Biar pintar.
 R : Mau jadi orang pintar. Kalau pas belajar Bahasa Inggris sukanya ngapain?menyanyi atau main tebak-tebakan...
 C8 : Main voli.
 R : Pas pelajaran Bahasa Inggris lho, kan kadang kita menyanyi, mewarnai, main tebak-tebakan.
 C8 : ... (*no response*)
 R : Kalau di sekolah pernah dibacakan cerita ga sama ibu guru?
 C8 : (*noding his head*)
 R : Cerita apa?
 C8 : Anjing.
 R : Kalau di rumah juga dibacakan cerita?
 C8 : Iya.
 R : Kalau nanti Miss Wulan bacakan cerita tentang binatang, ceritanya sambil lari-larian, berenang-renangan. Mau ga?
 C8 : Mau.
 R : OK, thank you, Hanfay

9. Interview 9 (with the teachers)

Day : Tuesday
 Date : February 14th, 2012
 R : Researcher T1: Teacher 1 (**Bu Retno**)

R : Apakah ibu sering membacakan cerita kepada siswa di kelas?
 T1 : Ya sering, minimal satu kali seminggu.
 R : Biasanya cerita apa yang ibu bacakan untuk mereka?
 T1 : Ya banyak ya. Biasanya cerita tetang moral dan nilai agama. Untuk

mengajarkan pudi pekerti kepada mereka. Biasanya anak masih dengan egonya masing-masing, ya saya ajarkan tentang nilai moral yang baik dan buruk, ya membandingkan agar mereka paham.

- R : Lalu bagaimana respon siswa saat dibacakan cerita?
 T1 : Sangat senang, mereka mau memperhatikan
 R : Apakah ada media yang biasa digunakan saat bercerita?
 T1 : Ya, saya sering menggunakan boneka tangan kadang gambar. Ya kalau boneka saya memilih yang paling mirip dengan aslinya. Jadi saya memilih boneka tokoh-tokoh begitu kalau binatang saya juga pilih yang mirip dengan aslinya.
 R : Adakah kegiatan yang ibu lakukan sebelum-saat-setelah bercerita?
 T1 : Biasanya kalau sebelum bercerita saya memperkenalkan siapa saja tokoh dalam cerita, memberitahukan judul dari cerita itu apa ya seperti biasa. Kalau saat bercerita saya biasanya membaca dan memperagakan dialog yang ada. Setelah bercerita saya bertanya kepada siswa bagaimana kesan mereka dengan cerita tadi, kadang saya juga menyuruh anak siapa untuk maju ke depan menceritakan kembali cerita tadi.
 R : Ada yang berani, bu?
 T1 : Ada, walaupun kadang ya isi ceritanya agak berbeda yang penting mereka berani ke depan. Kadang saya menyuruh siswa menirukan gerakan yang ada dalam cerita.
 R : Biasanya ibu memakai teknik cerita yang bagaimana?
 T1 : Ya biasanya murid duduk menghadap ke depan kadang juga membentuk lingkaran. Setelah itu saya memperkenalkan media apa saja yang pakai, trus tokoh-tokoh yang ada, untuk memberitahukan judulnya.
 R : Mengenai ceritanya, bu. Jenis cerita apa yang paling sering dibacakan?
 T1 : Tidak tentu, mbak. Ya pas hari menjelang Idul Qurban kemarin saya cerita tentang nabi Ibrahim yang menyembelih anaknya. trus kemarin tentang hafalan surat Al-Fiil itu kan tentang burung ababil ya, saya ceritakan tentang perusakan Ka'bah oleh pasukan bergajah.
 R : Iya Al-Fiil ya. Kalau cerita binatang, bu, Fable apakah mereka tertarik mendengarkan?
 T1 : Iya ya mereka suka sekali.

10. Interview 10 (with the teachers)

Day : Tuesday

Date : February 14th, 2012

R : Researcher T2 : Teacher 2 (**Bu Woro**)

R : Apakah ibu sering membacakan cerita kepada siswa saat di kelas?

T2 : Ya sering.

R : Cerita apa yang biasanya ibu bacakan?

T2 : Biasanya cerita moral tentang keteladanan, cerita-cerita binatang, biasanya cerita yang saya punya gambar serinya.

R : Oh berarti ceritanya sambil menunjukkan gambar ya, bu?

T2 : Iya, agar mereka tertarik.

R : Jadi biasanya respon anak bagus ya, bu, saat dibacakan cerita?

T2 : Ya, mereka sangat antusias saat mendengarkan.

R : Adakah aktivitas lain yang ibu kerjakan sebelum-saat-setelah membacakan cerita?

T2 : Ya, biasanya saya membaca nyaring saja lalu diakhir cerita saya bertanya kepada siswa untuk mengecek pemahaman.

R : Bagaimana dengan aktivitas siswa sebelum-saat-setelah dibacakan cerita?

T2 : Ya biasanya siswa mendengarkan lalu menirukan gerakan yang ada dalam cerita. Setelah cerita biasanya mereka menggambar dan mewarnai gambar yang berhubungan dengan cerita.

R : Mengenai media, bu? Ada yang biasa digunakan?

T2 : Ya biasanya saya menggunakan boneka tangan, gambar-gambar. Kadang semua siswa berkumpul jadi satu maksudnya kelas B1 sampai B4 saya menggunakan media audio-visual.

R : Oh gitu, memakai cerita-cerita yang ada di CD ya, bu.

11. Interview 11 (with the children)

Day : Monday

Date : November 12th, 2012

R : Researcher C1:Children 1 (**Raviv**) C2: Children 2 (**Vania**)

R : Good Morning.

C1 and C2 : Good Morning.

R : Miss Wulan mau nanya ini.

C1 : (*Immediately*) How are you today?

R : Oh okay. How are you today?

C1 : I am fine. Thank You.

R : Kemaren kan kita belajar pake cerita.

C2 : Iya.

R : Hmm. Iya pake cerita. Masih ingat ceritanya apa saja? Miss Wulan ceritanya pake ini lho, pake gambar-gambar. Cerita apa ya kemaren?

C1 : Kancil sama Buaya.

R : What is it? (*showing a picture*)

C1 and C2 : Crocodile.

R : Yes. A crocodile. Masih ingat ceritanya kemaren gimana?

C2 : (*Shaking her head*)

R : Kok sudah lupa?

C1 : YES. YES!

R : Gimana ceritanya mas Raviv?

C1 : Hmmm.

R : Kancilnya jalan-jalan ya?

C1 : Terus melompatin buaya.

R : Oh ya. Ada yang ditipu? Siapa yang ditipu?

C2 : Ada.

R : Kancil atau buaya?

C1 and C2 : Buaya.

R : Iya. Buaya yang ditipu. Suka ga ceritanya?

C1 and C2 : Suka.

R : Lucu ya?

C2 : Lucu.

C1 : Lucu. Tapi kancil ada yang cerita balapan sama siput.

R : Iya, ada cerita kancil balapan sama siput ada yang balapan sama kura-kura. Pernah dengar?

C1 : Iya tapi menangan siputnya.

R : Iya, menangan siputnya. Sekarang Miss Wulan mau nanya kalo nyanyi-nyanyinya yg kemaren pas sebelum cerita The Mousedeer and the Crocodiles. Masih ingat lagunya?

C1 : Hmmm.

R : Kalau gamenya suka ga? Pas itu Miss nanya How many crocodiles are there?

C1 : Suka ga?

R : Suka

- C1 : Masih ingat waktu Miss suruh warnai itu Crocodiles and.
 R : Buaya.
 C1 : Crocodiles and Mouse Deer.
 R : Sama rusa.
 C1 : Masih ingat warna apa saja? Brown, Grey, Green. Yes. Bagus ga gambarnya?
 R : Bagus. (*showing The Greedy Monkey picture*) Masih ingat ini siapa? Suka gambarnya?
 C1 and C2 : Monkey. Suka. Lucu
 R : Masih ingat ga ceritanya?
 C1 and C2 : (*nodding their heads*)
 R : Emang dia mau ngapain?
 C2 : Dia mau makan-makan.
 R : Waah iya. Dia pergi ke rumah siapa ya waktu itu?
 C2 : Bear.
 R : Ke rumah siapa hayo?
 C1 : Aku lupa.
 R : (*singing the three bear song*) Ada siapa saja di rumahnya?
 C1 : Bear. Mother bear, Father bear, Little bear.
 R : Suka ya lagunya?
 C1 : Suka.
 R : Videonya suka ga?
 C1 and C2 : Suka.
 R : (*Showing Indian boy picture then singing "Ten Little Indian Boys" song*)
 C1 and C2 : (*Singing along*). Ada singanya, ada macannya.
 R : Iya, there was a lion. Sembunyi dimana the lion?
 C1 : Kebun binatang.
 C2 : Gua.
 R : Oh iya, kita kemaren pake headband ya pas main cerita ini.
 C2 : Bulu.
 R : Iya, headband ada bulunya. Suka ya? Dibawa pulang?
 C2 : Suka.
 R : Teman-teman paling suka kegiatan yang mana ya? Yang lari-lari, mewarnai, membuat topeng monyet yang mana paling disuka?
 C1 : Suka semua.
 R : Paling susah yang mana?
 Hmmm
 C1 and C2 : Oh gampang semua.
 R : Ok then, Good bye, Vania, Good bye, Raviv.

12. Interview 12 (with the children)

Day : Monday

Date : November 12th, 2012

R : Researcher C3: Children 3 (**Alma**) C4: Children 4 (**Vaya**)

- R : Okay, say Good Morning to the camera. Good Morning nya mana?
- C3 and C4 : Good Morning.
- R : How are you today, Vaya?
- C3 and C4 : I am fine. Thank you.
- R : (*Showing mouse deer and crocodile pictures*) Masih ingat cerita ini?
- C3 : Kancil dan buaya.
- R : Suka ga gambarnya? Jelas ya dilihat dari situ?
- C3 : Suka. Jelas.
- R : Gimana ya ceritanya? Ada yang ditipu lho, masih ingat yang ditipu siapa?
- C4 : Sangat terlalu.
- C3 : Buaya.
- R : Yes, the crocodile. Yang menipu siapa?
- C3 : Kancil.
- R : Yes, the mouse deer.
- C3 and C4 : Mouse deer.
- R : (*Showing a monkey picture*) Ini siapa ya?
- C4 : Monkey
- R : Dia itu kemana sih pas dia makan2 itu?
- C3 : Pisang
- C4 : Banana
- R : Apalagi yang dimakan?
- C4 : Orange juice, susu, apple, orange.
- R : Trus ada lagi lho. Yummy Fried Chicken.
- C3 : Coffee.
- R : Yes, good. Dia kemaren bilang apa ya pas (*frowning*)?
- C3 and C4 : Yucky.
- R : Kalo yang pas begini "hmmmm"(*smiling*)
- C4 : Lezaaaat. Yummy.
- R : Who is he? (*showing the Little Indian Boy picture*)
- C3 and C4 : Hmmmm
- R : (*Singing Ten Little Indian Boy song*)
- C3 and S4 : (*Singing along*)
- R : Siapa masih ingat dia kemana aja kok bisa ketemu the Lion (*showing the lion picture*).
- C3 : Face
- R : Cave. Okay. Di gua ya. Kok bisa ke gua, lewat mana aja?
- C4 : Lewat sungai, hutan, lumpur, gunung.
- C3 : Rumput.
- C4 : Naik ke gunung.
- R : Gambarnya suka ga ini? (*showing the pictures of places they mentioned*)

- C3 : Suka
 C4 : Aku ga suka yang hutan.
 R : Kenapa?
 C4 : Ga ada pohonnya.
 R : Oh okay. Kemaren pas Miss Wulan peragakan swimming, running, wake up, take a bath, kalian ikut memperagakan ga?
 C3 and C4 : Ikut.
 R : Kalau pas membuat topeng dan menempel peta suka ga?
 C3 and C4 : Suka
 R : Paling suka cerita yang mana? Yang ada Crocodiles, Monkey atau Little Indian Boy?
 C4 : Crocodile, monkey. Semuanya.
 R : Allright.
 C3 : Aku suka semuanya.
 R : Kalo gamenya suka ga kemaren? Game yang pake board game, ditanyain temennya do you like banana? Jawabnya apa ya?
 C3 : Yes.
 R : Do you like coffee, Vaya?
 C4 : No.
 R : Okay. Thank You. Give me five!
-

13. Interview 13 (with the children)

Day : Monday

Date : November 12th, 2012

R : Researcher C5: Children 5 (**Irgi**) C6: Children 6 (**Elang**)

- R : Good Morning.
 C5 and C6 : Good Morning.
 R : How are you today?
 C5 and C6 : I am fine thank you.
 R : (*Showing Little Indian Boy picture*) Masih ingat ga ini siapa?
 C5 : Indian.
 R : Yes. Little Indian boy. Kalau yang ini siapa? (*Showing a mouse deer picture*). Keliatan jelas gambarnya?
 C5 : Mouse deer. Jelas.
 R : What is it? (*showing the monkey picture*)
 C6 : Monkey.
 R : Masih ingat ga dia makan apa kemaren?
 C6 : Pisang.
 R : Banana. Apa lagi?
 C5 : Coklat.
 R : Masa sih?
 C6 : Ho'o. Orange, juice, tomat.
 R : Yang yummy kemaren apa sih?

C5 and C6 : Milk.
 R : Yang Yucky kemaren juga ada. Apa sih?
 C5 : Kopiiii!
 R : Good.
 C5 : Yang ga enak gini, matanya silang.
 R : Ohya kalo cerita Mousedeer and Crocodiles dulu kita lompat-lompat ya? Berapa kali?
 C5 : Hmmm..
 R : Twenty.
 C5 and C6 : Twenty.
 R : Suka ga kemaren pas memperagakan ceritanya?
 C6 : Aku ngantuk.
 R : Kalo yang kemaren bikin topeng monyet siapa hayo?
 C5 : (*Raising his hand*) Aku
 R : Kalo yang kemaren bikin peta siapa hayo?
 C5 and C6 : Aku.
 R : Petanya gambar apa saja?
 C6 : Gua
 R : Ketemu siapa di gua?
 C5 : Lion
 C6 : Kok ga ditembak pake panah?
 R : Waktu itu dia ga bawa panah. Lewat mana saja kemaren gambarnya?
 C5 : Pertama lewat jalan, sawah, hmmm hutan, lumpur, sungai, gunung.
 R : Di dalam gunung ada apa?
 C5 : Kelelawar.
 R : Masa sih?
 C6 : Lion.
 R : Akhirnya Little Indian boy ketemu apa?
 C5 and C6 : Lion
 R : Suka ya ceritanya?
 C5 and C6 : Suka
 R : Besok kalo main lagi mau jadi Lion?
 C5 : Mau mau
 R : Atau mau jadi Little Indian Boy.
 C6 : Little Indian Boy.
 C5 : Aku ya ho'o.
 R : Okay, good. Thank you Elang and Irgi.

14. Interview 14 (with the children)

Day : Monday

Date : November 12th, 2012

R : Researcher C7: Children 7 (**Icha**) C8: Children 8 (**Yaya**)

- R : How are you today?
 C7 and C8 : I am fine. Thank you.
 R : Sudah sarapan hari ini?
 C7 : Sudah aku aku cuma minum susu.
 R : Kalo Yaya?
 C8 : Makan ikan.
 R : Kalo yang ini yang dimakan sama the monkey in the greedy monkey story.
 : Masih ingat ga ini namanya apa?
 C8 : Banana.
 R : Apalagi ya ini, kelihatan jelas ga dari tempat Yaya? (*showing flashcard of orange picture*).
 C7 : Iya. Orange.
 R : What about this one? (*showing yummy face monkey picture*). Yuuum.
 C7 : Yummy.
 R : Sama yang ini? (*showing yucky face monkey picture*)
 C7 : Yucky.
 R : Masih ingat kemaren yang dibilang yummy sama si monkey apa ya?
 C8 : Banana
 R : Yes, banana. Kalo yang dibilang yucky kemaren apa ya?
 C7 : Coffee.
 R : Coffee yummy or yucky?
 C8 : Yucky.
 R : Oh berarti masih ingat. Kalo yang ini masih ingat tidak ya? What are they? (*showing a mouse deer and a crocodile pictures*). A mouse deer and.
 C8 : Crocodile.
 R : Masih ingat ga kemaren siapa yang ditipu?
 C8 : Crocodile.
 R : Disuruh ngapain si crocodile?
 C8 : Suruh buat jalan di air.
 R : Yes. Line up. Bikin barisan ya. Untuk apa?
 C7 : Biar kancil bisa lewat di sungai.
 R : Ok, how about this one. Who is he?
 C8 : Boy.
 R : One little two little three little Indian. Four little five little six little Indian. Seven little eight little nine little Indian. Ten little Indian boys. (sings the ten little Indian boy song)
 C7 and C8 : One little two little three little Indian. Four little five little six little Indian. Seven little eight little nine little Indian. Ten little Indian boys. (join in singing with the interviewer)

- R : Masih ingat kemaren si little Indian boy kemana? Ketemu apa?
 C8 : Ketemu singa.
 R : Lewat mana kok bisa ketemu singa?
 C8 : Hmmm.
 C7 : Lewat hutan, rumput, lumpur, gunung.
 R : Lewat sungai ga sih?
 C8 : Ya.
 R : Pas di sungai dia ngapain? (*act like swimming*)
 C7 and C8 : Swimming.
 R : Yes. Swim swim. Kalo kemaren masih ingat kita bikin topeng apa?
 C8 : Monkey.
 R : Suka ga topengnya?
 C8 : Suka.
 R : Kalau pas pake headband yang ada bulunya itu kita jadi apa?
 C7 : Little Indian Boy.
 C8 : Lion.
 R : Iya, little Indian Boy. Ada yang jadi Lion ya, siapa?
 C7 and C8 : Raihan.
 R : Kemaren kegiatan yang paling disukai apa? Mewarnai, maen pura-pura an (memperagakan cerita) atau yang mana?
 C7 : Kalau aku mewarnai.
 R : Kalau ceritanya suka yang mana? The Little Indian Boy, The Greedy Monkey atau The mouse deer and the Crocodiles?
 C8 : Kalau aku suka cerita monkey.
 R : Oya, ingat dulu pas main game Do you like? Waktu itu dipisah-pisah jadi kelompok boys and girls.
 C7 : Aku juga suka itu.
 C8 : Aku suka.
 R : Kalau video yang ada lagunya all the three bears live in the same house...
 C7 : Ga gitu suka.
 C8 : Suka.
 R : Okay. Thank you.

15. Interview 15 (with the children)

Day : Monday

Date : November 12th, 2012

R : Researcher C9: Children 9 (**Kiya**) C10: Children 10 (**Nuhaa**)

- R : Masih ingat ga ini gambar di cerita apa? (*showing The mouse deer and crocodiles picture*)
- C10 : Aku tau, kancil mau ambil buah-buahan lompat di buaya.
- C9 : Ah iya.
- R : Pinter. Very good. Kalau yang ini ada di cerita apa? (*showing the greedy monkey picture*)
- C9 : Monkey.
- C10 : Aku tau! Monyet mau ambil makan di rumah.
- C9 : Haah iya.
- R : Kalau yang ini di cerita yang apa? (*showing the little Indian boy picture*)
- C10 : Haah orang ini mau ke gunung.
- C9 : Gua.
- R : Oh yes. Lewat mana aja dia?
- C10 : Lewat lumpur, rumput, hutan.
- C9 : Sama sungai.
- R : Ya pas di sungai dia ngapain?
- C9 : Swimming.
- C10 : Berenang.
- R : Kalau pas cerita the greedy monkey kita bikin topeng monyet, ingat ga kita bikin topeng monyet. Trus ada yang disuruh maju bilang “Yummy”, “Yucky”. Waktu itu makanan apa aja yang Yummy?
- C9 : Apple, banana, juice, orange.
- R : Is coffee yummy? Or yucky?
- C9 : Yucky.
- R : He’em great. Do you like fried chicken?
- C9 : Yes. Ayam guring.
- R : Waktu itu ada aktivitasnya menempel jadi peta. Kiya sama Nuhaa suka gambarnya petanya ga?
- C9 and C10 : Suka suka.
- R : Kemaren juga ada lho game yang teman-teman dijadikan dua kelompok.
- C9 : Suka suka.
- R : Kita juga main game menghitung buaya lho. How many crocodiles are there? Masih ingat ga?
- C10 : Ada sepuluh.
- R : No. ada dua puluh. Kalau videonya?
- C9 : Suka.
- R : Video apa?
- C9 : Ga tau.
- R : Three little bears live in the same house.

C10 : Panda.
 C9 : Beruang.
 R : Kalau waktu itu paling suka ngapain? Mewarnai, menempel, main game?
 C10 : Membuat peta.
 R : Main pura puraan, membuat topeng?
 C9 : Suka semuanya.
 R : Emang kemaren ikut maen pura-puraan? Raihan kemaren pura-pura jadi apa?
 C9 : Harimau.
 C10 : Singa.
 R : Lion. Singa. Thank you very much, See you.
 C10 : See you.

16. Interview 16 (with the children)

Day : Monday
 Date : November 12th, 2012
 R : Researcher C11: Children (**Raihan**) C12: Children 2 (**Fathaa**)

R : Good morning.
 C11 : Good morning.
 R : Raihan sama Fathaa masih ingat gay a ini gambar di cerita apa?
 C11 : Kancil dan buaya.
 C12 : Buaya.
 C11 : Kancil dan crocodile.
 R : Ya. The crocodile and the mouse deer.
 C11 : Mouse deer.
 R : Masih ingat ga ini ceritanya ada yang ditipu. Siapa yang ditipu?
 C12 : Kancil.
 C11 : Kancil.
 R : Ah masa yang ditipu kancil? Yang ditipu buaya. Disuruh ngapain dia? Line Up!
 C11 : Disuruh baris.
 R : Iya disuruh baris di sungai. Emang mau ngapain dia di sungai?
 C11 : Mau.
 R : What is it? Gambarnya bagus ga? (*showing the monkey picture*)
 C11 : Monyet. Monkey. Bagus
 R : Masih ingat ga ceritanya gimana?
 C11 : Mau ambil pisang, banana.
 R : Dimana?
 C11 : Di rumah beruang.
 R : Oya kalau cerita yang ini Raihan jadi apa? (*showing the little Indian boy picture*)
 C11 : Jadi “Roar”

- R : Lion. Masih ingat ga the little Indian boy kemana kok bisa ketemu singa?
 C12 : Gua.
 R : Emang lewat mana aja kok bisa sampai gua?
 C12 : Lewat hutan.
 R : Lewat mana lagi, Fathaa?
 C11 : Lewat lumpur-lumpur.
 R : Lewat mana lagi?
 C12 : Sungai.
 R : Kan kita lari-larian. Raihan pura-pura jadi singa terus kita bikin peta. Suka ga bikin peta?
 C11 and C12 : (*Noding their heads*)
 R : Paling suka main apa?
 C11 : Kejar-kejaran.
 R : Oh iya karena kamu jadi singa kemaren. Kalau yang main game, “Do you like banana?” suka ga?
 C11 : Suka.
 R : Kemaren siapa yang menang? Kelompok laki-laki atau kelompok perempuan?
 C11 : Perempuan menang dua kali.
 R : Kegiatan yang paling disukai apa sih? Mewarnai, bikin peta, bikin topeng.
 C11 : Mewarnai.
 R : Okay then. Thank you Raihan and Fathaa.

Appendix J

Field Notes

FIELD NOTES

Field Notes 1

Implementation of Unit 1

Place : TK Al-Amien Kadisoka

Date : 24th September 2012

Time : 10.00 - 11.00

There were 14 children in the class. In the implementation, the second draft of stories-based learning activities was tried out. At the implementations, there were two English teachers. The first English teacher was the researcher and the second one was the teaching assistant. The teaching assistant helped the researcher in conducting the lesson.

After singing “Make a Big Circle” song and sitting on circle, the teacher greeted the children by saying *Salam* and good morning. The she led the children to say the prayer together. Then, some children eagerly asked the teaching assistant’s name who came in the class. The teacher introduced the name of the teaching assistant. After the children and the class manager had some chit chat, the teacher then asked the children to sing “Hi, Good Morning” song. They sang the song well since they had already known the song from the previous lessons. The teacher then directed the children to the activity one which was “Listen and Sing” activity. The teacher modeled the “Ten Little Indian Boys” song first. Then, she asked the children to follow her to sing. Some children sang the song well since they already know the number in English. After singing the song four times, the teacher continued to do the activity 2 “Listen and Discuss”. She asked the children some questions related to the topic, she aksed “*Little Indian Boy itu siapa sih?*”. All the children looked confused after hearing the questions. Some of them answered the questions by saying “*Ga tau.*” The teacher explained her own questions by showing picture of little Indian boy. Some children look confused but one child said “*Aku pernah liat itu di tv*”. The child’s statement made the other children interested to see the picture closely. One of the children stood up and then walked to the teacher to touch the picture. The class was getting noisy because more children stood up and walked to the teacher to grab the picture. The teacher asked the children to sit down to continue the explanation about the little Indian boy. The teacher took a new picture out, it was the lion picture. A child shouted “*Oarm!*” (lion roar) and some children shouted “*Singa! Singa!*”. The teacher told the children that it was a lion. She pronounced the word “Lion” and asked the children to repeat after her. The teacher then took the big map out. The children looked more enthusiastic; most of them stood up and walked to the teacher. The teaching assistant tried to make the children calmer by asking the children to sit down. The teacher put the map in front of the class. At first, she used Bahasa Indonesia to mention the names of the pictures in the map. She pointed at the house while saying “Ini rumah si little Indian Boy”, she pointed at the mud while saying “Ini ada kolam lumpur, teman-teman pernah kena lumpur? Lengket sekali ya rasanya.” After introducing all the pictures, she started to drill the vocabulary used in the story by pointing at the pictures. She repeated the

activity twice. Then, she asked the children to repeat what she said. Some of them were hardly pronounced the words.

The teacher led the children to the “Activities during the Story”. She put the Indian’s headband on her head then started to tell the story of the little Indian boy. While reading the story she acted out and point at the map where the little Indian boy goes. Some of the children looked confused they did not know the meaning of the story. The teacher asked the children related to the story, she asked “Suka ga ceritanya?” but the children shook their head. Then, the teacher asked another question “Ini tadi ngapain ya si little Indian boy?” The children answered the question well, they said “berenang”, “lari-larian”, “ketemu singa”. The teacher continued to ask another question, she asked “Kalian pernah ga kaya little Indian boy, main jauh dari rumah sendirian trus ketemu binatang serem?”. A child answered the question by saying “Aku dulu pernah naik sepeda, jauh banget”.

Then the teacher retold the story in mime and action one more time. After telling the story twice, she asked a child to act out the story with her. A child named Rafif volunteered himself to act out the story as the Little Indian boy. The teacher put on the headband for him then they acted out the story well. After having finished acting out the story with Rafif, the teacher asked all of the children whether they wanted to put the headbands on their heads and act out the story with her. All the children were eager to do it. Then, a child was chosen to pretend as the lion which hide in the cave while the others were pretend as the little Indian boy. The teacher helped the children to put on the headbands. The activity 3 “Listen and Act Out” ran well. After finishing the activity 3, some children were too enthusiastic, they insisted the teacher to retell the story and act out the story again. The child who played as the lion was also eager to do his job one more time. Then she retold the story again and acted it out with the children. It seemed that they enjoy acting in the story. The lesson was ended at 11.00 a.m., at the end of the lesson the children were asked to sing “Ten Little Indian Boys” song one more time.

Field Notes 2

Implementation of Unit 1

Place : TK Al-Amien Kadisoka

Date : 1st October 2012

Time : 10.00 - 11.00

After greeting and saying the prayer, the teacher reviewed the previous activity by showing the pictures and map from the activity 1. The teacher retold the story once more. Some children looked interested but the other children were looked bored since they had listened the story before. In this meeting the children and the teacher went to the “Activities after the Story” stage. The fourth activity in this unit is Activity 4 “Listen and Stick”. The children were divided into two groups. The groups were consisted of seven children. They were given a big sheet of paper and sets of pictures of places where the little Indian goes. They were a house, garden path, twisty road, dark wood, tall grass, wet mud, deep river, steep hill, dark cave. To ease the children in doing the activity, the sets of pictures were completed with tapes so they can easily take off the tape and stick the pictures in the paper. Then, the teacher gave instructions to do the activity. The instructions were explained in Bahasa Indonesia. At the count of three the children to arrange the pictures in the paper sheet into maps while the teacher retold the story. The children were very enthusiastic in doing this activity. They argued when arranging the pictures saying “Bukan, rumahnya disini”, “Ini sungai”, etc. The teacher did not ask the two groups to compete each other. However, the children were too enthusiastic; they did not let the other group to finish the activity faster than them.

The teacher continued to the next activity. It was Activity 5 “Guessing Game”. This activity required the children to guess the names of activities the teachers did by using the language function they learnt from the story. They had to use the expression of *describing activities*. The one who guessed the activity correctly got the star sticker. Before playing the game, the teacher modeled the daily activities and drilled the names. The children were asked to repeat saying the names of the activities after her. When, the teacher modeled the activities, some children hardly said the names of the activities acted in English. The said some phrases, such as “Bangun”, “Take bath.” and “dressed”. In this activity the teacher corrected the children pronunciation the full sentence, such as “I wake up”, “I take a bath”, and “I brush my teeth”.

The last activity was Activity 6 “Listen and Write”. Each child was given a worksheet which consisted of the pictures of activities they learnt before. They were asked to write number one to six on the spaces under the pictures. The numbers were based on the teacher’s instructions. The teacher instructed “number one is I wake up”. To ease the children in putting number on the pictures, when giving the instructions the teacher acted the activities. The result of this activity was quite good, most of the children put right numbers on the right pictures.

Field Notes 3

Implementation of Unit 2

Place : TK Al-Amien Kadisoka

Date : 8th October 2012

Time : 10.00 - 11.00

There were 12 children in the class. After greeting, saying prayer and singing “Good Morning” song, the teacher started the lesson by playing a video. It was the first activity “Listen and Sing”. The video contained the “Three Bears” song, the song was related to the story the children were going to listen. The video was played from the laptop. The children looked enjoy watching the video because the video had interesting illustration. The teacher was ready with the movements of the song. She moved along the song. Instead only watching at the video, the teacher asked the children to follow her movement. After playing the video three times, the teacher took out a picture of the bear family; there were a father bear, a mother bear, and a little bear. Then, she asked questions which are related to the pictures in Bahasa Indonesia. She asked “*Di gambar ini ada Father Bear, Mother Bear dan Little Bear. Father Bear yang mana ya? Coba Raihan tunjuk Father Bear yang mana.*”. Some children already knew the used vocabulary since they learnt about it in the previous lessons. Then, she continued the activity by showing the picture of the other character, it was *the Greedy Monkey*. She asked them question “*Siapa yang pernah liat monyet? Dimana?*”. Some of the children answered the questions by saying “*Pernah.*”, “*Di Kebun Binatang.*”

The next activity was activity 3 making the monkey masks. The teacher prepared monkey masks for all the children. The children were asked to cut, color, put the ribbons, and put it on their face. In doing this activity, the teacher told the children to the procedure to make the monkey masks in English and Bahasa Indonesia. Some children were good at coloring and cutting but they needed help in putting the ribbons to the monkey masks.

She continued the lesson by introducing the vocabularies used in the story by showing flashcards. She asked the children to repeat saying the names of foods and drinks after her. It seemed that the children were bored. They did not say the words properly since some of them already knew the names of fruits and drinks in English. To get their attention, the teacher then played a game. She showed two cards of foods or drinks and then children were asked to close their eyes. The teacher hid one of them. After that, she instructed the children to open their eyes while saying “What’s missing?” the children were asked to guess the picture she hid. The game ran well, most of the children could guess the hidden pictures. Then, the teacher gave a preview of the story to them in Bahasa Indonesia. The children looked excited to listen the story.

Then, the teacher went to activity 4 “Listen and Act Out”. She told the story in mime and used the pictures and flashcards when telling the story. Although some of the children looked confused when listening to the story, they were very enthusiastic at the end of the story. They kept on asking the teacher what was going to happen to the monkey at the next scenes. Most of the children were

disappointed about the end of the story because in the story, the father bear could not catch the monkey who ran to the wood. Then, she asked the children opinion about the story, she asked whether the children liked the story and whether the children liked the monkey.

The teacher told the story again in mime. At the middle of the story, she did “Stop and Asking” activities. For example, when she came to the scene “The monkey takes the coffee. He drinks it. Then yucky says the monkey. He does not like it. How about you Miss Windi, do you like coffee”. After giving the model of language use with the teaching assistant, she asked questions to the children by using the expression of “Do you like...?”. Some children learnt fast, they can respond to the questions correctly.

A child was asked to mime the story with the teacher but all the children were eager to do the same activity with the child. They were excited to mime the story because they wanted to put their masks on so all the class did “Listen and Act Out” activities together. The rest of activities of this unit were done on a week later.

Field Notes 4**Implementation of Unit 2****Place : TK Al-Amien Kadisoka****Date : 15th October 2012****Time : 10.00 - 11.00**

There were 10 children in the class. After greeting the children, the teacher led the class to say the prayer and sing “Good Morning” song. Then, the teacher played “Three Bears” song. The children enjoyed watching the video and doing the actions in the songs. Then, the teacher asked questions which are related to the story they had listened last week in Bahasa Indonesia. Some children were quite good at memorizing since they could explain the story well. The teacher then told the story again. She told the story in mime and at middle of the story she did “Stop and Asking” activities to check their understanding of the story and to drill the language function of *Asking about Likes and Expressing Like and Dislike*.

The teacher continued the lesson by initiating the next activity. It was playing “Do you like...?” game. She divided the class into two groups. She prepared the board game and explained the rule of the game in Bahasa Indonesia. The first child rolled the dice and got number five. She moved her pointer while the other children counting the numbers out loud. Then she landed on the space with apple picture. The other children ask her, “Do you like apple?” then she said “Yes, I do.”. She took one green card. She got 3 frowning faces so she had to move back to three spaces. There was a competition during the game. They competed to be the one landed in the finish point. At the first game, the boys group won then the teacher asked them to do the game one more time and then the girls group won.

The next activity was “Listen and draw” activity. The children were given worksheets which contained the pictures of foods and drinks. Under the pictures, there were circles. They should draw whether frowning face or smiling face according to the teacher’s instructions. The first instruction was “Look at number one. It is an apple. I like apple’ and then drew smiling face on the given space. The second instruction was “Look at number 2. It is a cup of coffee. I don’t like coffee.” so they drew frowning face in the given space under the picture of coffee. Most of the children drew correct faces in the right pictures according to the teacher’s instructions.

Field Notes 5

Implementation of Unit 3

Place : TK Al-Amien Kadisoka

Date : 22nd October 2012

Time : 10.00 - 11.00

At this meeting, there were 12 children in the class. At the beginning of the lesson, the teacher invited the children to greet and sing “Good Morning” song. On that day, she used the “The Mouse deer and the Crocodiles” in the teaching and learning process. There was a teaching assistant who helped her in conducting the teaching learning process.

The teacher started “Activities before the Story” by asking the children to stand in circle. They sang “Make a Big Circle” song. Then, the teacher led the children to sing “A Little Teapot” song with the actions. They looked happy when doing the actions of the song. However when they were asked to lift a leg up then counted from one to twenty, some children were confused. The song was played twice before the teacher went to the next activity. The children were confused because they knew number one to ten but the teacher kept on counting to twenty. The words eleven to twenty were new vocabulary for them. The next activity was activity 2 “Listen and Discuss”. The teacher asked the children to sit in circle then she took a picture out of her bag. She showed the flashcard of numbers, it consisted of number one to twenty. The flashcards contained number and words. Then, she drilled the words to the children and to repeat after her. Then, she took a picture out of her bag. It was a picture of a mouse deer. A child shouted “*Rusa! Rusa!*” but the other corrected them by saying “*Bukan, rusa ada tanduknya*”. She told them that the picture was a mouse deer. Using both Bahasa Indonesia and English she told them the characters of the mouse deer. After explaining about the first character, she introduced another picture, it was Mr. Croc. She related the story they with the story they listened before she asked whether they had the same story which had the same characters. During the discussion, the children said that they already knew the story about mouse deer in Bahasa Indonesia. A child said “*Aku bosan*”, so it seemed that they memorized the story well.

The teacher began to tell the story in mime. When telling the story, she pretended to be the mouse deer and the assistant pretended as the Mr. Croc. The teacher pointed at some pictures which were stuck at the places around the class to help the children to understand to story. When the teacher told the story once, she asked the children what the story was about in Bahasa Indonesia. They understood it and answered “*Buayanya ditipu kancil*”. It seemed that they got the point of the story. Then, she asked a child to act out the story with her.

After having finished acting out the story with a child, she asked the children about their opinion about the story. Some children said that the mouse deer was smart. Then, the teacher asked the children to act out the story with her. They were enthusiastic, they were happy because all of them pretended to be the mouse deer. The teacher assisted them in acting out the story. They showed their enthusiasm at the part of jumping and counting the crocodiles in the river. They

jumped a lot but it seemed that they were not tired. The asked the teacher to jump all over again started at the river side.

After miming the story, they continued to the next activity, it was “Listen and Stick” activity. The children were divided into two groups of six. Then, they should stand in two lines. The teacher prepared a set of flashcards of numbers which contained number one to twenty and consisted of the symbol and the words. She put the numbers orderly then drilled the number to the children. The children repeated saying the number after her. Then, she explained the rule of the game to the children.

The game was started by the instructions of “Line up” to make the children stand in narrow lines and the questions “Are you ready?” which was answered by a very loud “Yes” from the children. A child from group one was whispered “Eleven”, she whispered it to a friend in front of her. It ran well until a girl who stood at the very front row was confused of in searching the number. Then, the friends shouted “*Sebelas*”. She found it quickly and gave it to the teacher. As a reward, the teacher gave a star sticker to her. The other children became more excited after looking at the rewards. The game was played quite well until all the got star stickers. That was the last activity at the fifth day of the implementation. At the end of the lesson, the teacher sang “Little Tea Pot” and “Good Bye” songs.

Field Notes 6

Implementation of Unit 3

Place : TK Al-Amien Kadisoka

Date : 29th October 2012

Time : 10.00 - 11.00

It was Monday, 29th October 2012; there were 9 children in the class. The teacher started the lesson by greeting and doing prayer. Then, she continued to sing “A Little Teapot” song. The children looked enjoy sang and did the actions of the song. The teacher then reviewed the lesson from a week before. She took out the pictures of the mouse deer and Mr. Croc. She asked the children who they were. A child shouted “Kancil sama Mr. Croc” the teacher replied “Yes, it is Mr. Croc and it is the mouse deer.” She began to tell the story in mime.

After re-told the story to the children, she led the children to play a game. She led the children to play “Magic Matchbox” game. During the game, the children were required to say respond to the expression of *Asking Number*. After explaining the rule of the game and giving model of the language function to the children the game was started. All the children were given chance to pick cards from a box. The cards contained of crocodiles then counted number of crocodiles in the cards. The teacher asked using the expression of “How many crocodiles are there?” Although some of the children did not know how to count the crocodiles, the game ran well and the children enjoyed playing the game. Stars stickers were given to the children who said correct answer.

The last activity in this unit was “Listen and Color” activities. The children were given pictures of a mouse deer and crocodiles. The teacher explained them to color based on her instructions. At first she said “Color the mouse deer brown”, she showed the picture of a mouse deer and show the brown crayon. After making sure that all the children got the mouse deer colored in brown, she continued the instruction to color the crocodiles. She said “Color 3 crocodiles green” and did the same thing. She continued with “Color 4 crocodiles red”, and “Color 2 crocodiles red”. Based on the result of the worksheet, most of the children did the activity well. They could follow the instruction given by the teacher well.

Appendix K

Photographs



The teacher and the children do “Listen and Discuss” Activities.



The teacher and the children act out the story.



The children make the “Little Indian Boy” story map.



The children play “Do you like...?” game.



The children color the monkey masks.



The children write numbers on the worksheet.

Appendix L

Research Permits



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/03-01
 10 Jan 2011

14 Mei 2012

Nomor : 7016/UN.34.12/PP/V/2012
 Lampiran : 1 Berkas Proposal
 Hal : Permohonan Izin Penelitian

Kepada Yth.
 Gubernur Daerah Istimewa Yogyakarta
 c.q. Kepala Biro Administrasi Pembangunan
 Sekretariat Daerah Provinsi DIY
 Komplek Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Developing Story – Based Activities for Grade B Students of TK Al-Amien Kadisoka Yogyakarta

Mahasiswa dimaksud adalah :

Nama : KURNIA WULANDARI
 NIM : 07202241023
 Jurusan/ Program Studi : Pendidikan Bahasa Inggris
 Waktu Pelaksanaan : Mei – Juni 2012
 Lokasi Penelitian : TK Al-Amien Kadisoka

Untuk dapat terlaksanainya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



a.n. Dekan
 Wakil Dekan I,

[Signature]
 Dr. Widyastuti Purbani, M.A.
 NIP 19610524 199001 2 001



**PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)**

Alamat : Jl. Parasutya No. 1 Beran, Tridadi, Sleman 55511
Telp. / Fax. (0274) 8688900 E-mail : bappeda@slemankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1707 / 2012

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Keputusan Bupati Sleman Nomor : 55/Kep.KDH/A/2003 tentang Izin Kuliah Kerja Nyata, Praktek Kerja Lapangan, dan Penelitian.
Menunjuk : Surat dari Sekretariat Daerah Pemerintah Provinsi Daerah Istimewa Yogyakarta Nomor : 070/4763/V/5/2012 Tanggal : 15 Mei 2012 Hal : Ijin Penelitian

MENGIZINKAN :

Kepada :
Nama : **KURNIAWULANDARI**
No.Mhs/NIM/NIP/NIK : 07202241023
Program/Tingkat : S1
Instansi/Perguruan Tinggi : UNY.
Alamat instansi/Perguruan Tinggi : Karangmalang, Yogyakarta
Alamat Rumah : Samirono Baru 44, Depok, Sleman, Yogyakarta
No. Telp / HP : 0852 3357 2696
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul :
"DEVELOPING STORY-BASED ACTIVITIES FOR GRADE B STUDENTS OF TK AL-AMIEN KADISOKA, YOGYAKARTA"
Lokasi : TK Al-Amien, Kadisoka, Kalasan
Waktu : Selama 3 bulan mulai tanggal : 15 Mei 2012 s/d 15 Agustus 2012

Dengan ketentuan sebagai berikut :

1. Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.
2. Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.
3. Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.
4. Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Bappeda.
5. Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.

Demikian izin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

Pada Tanggal : 22 Mei 2012

Tembusan Kepada Yth. :

1. Bupati Sleman (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa Kab Sleman.
3. Ka. Dinas Pendidikan, Pemuda & OR Kab. Sleman
4. Ka. Bid. Sosbud Bappeda Kab. Sleman
5. Camat Kec. Kalasan
6. Ka. Desa Purwomartani, Kalasan Sleman
7. Ka. TK Al-Amien, Kadisoka
8. Dekan Fak. Bahasa dan Seni - UNY.
9. Peringgal

a.n. Kepala Bappeda Kab. Sleman

Ka. Bidang Pengendalian & Evaluasi

u.b. Ka. Sub. Bid. Litbang

SRI NURHIDAYAH, S.Si, MT

Pembina, IV/a

NIP. 19670703 199603 2 002



**PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH**

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN / IJIN

070/4763/V/5/2012

Membaca Surat : Wakil Dekan I Fak. Bahasa dan Seni UNY Nomor : 701F/U/34.12/PPV/2012
Tanggal : 14 Mei 2012 Perihal : Ijin Penelitian

Mengingat : 1. Peraturan Pemerintah Nomor 41 Tahun 2006, tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 33 Tahun 2007, tentang Pedoman penyelenggaraan Penelitian dan Pengembangan di Lingkungan Departemen Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 Tahun 2008, tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIJUJUKAN untuk melakukan kegiatan survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan kepada:

Nama : KURNIAWULANDARI NIP/NIM : 07202241023
Alamat : KARANGMALANG YOG
Judul : DEVELOPING STORY-BASED ACTIVITIES FOR GRADE B STUDENTS OF TK AL-AMIENKADISOKA, YOGYAKARTA.
Lokasi : - Kota/Kab. SLEMAN
Waktu : 15 Mei 2012 s/d 15 Agustus 2012

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Provinsi DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan soft copy hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda Provinsi DIY dalam compact disk (CD) maupun mengunggah (upload) melalui website adbang.jogjapro.go.id dan menunjukkan cetakan asli yang sudah disahkan dan dibubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentaati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui website adbang.jogjapro.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta

Pada tanggal 15 Mei 2012

A.n Sekretaris Daerah

Asisten ~~Pendanaan~~ dan Pembangunan

Ub.

Kepala Biro Administrasi Pembangunan



Ir. Joko Wihardono, M.Si

NIP. 19590102 198603 1 011

Tembusan :

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
2. Bupati Sleman, cq Bappeda
3. Ka. Dinas Pendidikan Pemuda dan Olahraga Prov. DIY
4. Dekan Fak. Bahasa & Seni UNY
5. Yang Bersangkutan